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ABSTRACT

This manual was developed for use of participants in 10 workshops that were designed to help teachers to identify and overcome sex and ethnic bias. The workshops provide a framework for consideration of the often subtle ways that bias may be an inherent element in textbooks, instructional materials, and teachers' attitudes and behaviors. Worksheets are provided for sessions on the topics of: (1) personal attitudes toward sex roles; (2) forms of sex bias in the classroom; (3) identifying sex bias in the classroom; (4) recognizing sexist and nonsexist practices and behaviors; (5) assessing sex bias in the classroom; (6) steps to be taken to ensure sex equity in the classroom; (7) identifying sex bias in instructional materials; (8) identifying racial-ethnic bias in instructional materials; (9) analyzing racial and sex bias in elementary school reading textbooks; and (10) distinguishing between sex- and race-biased and nonbiased materials. A summary of implementing the regulations of Title IX of the 1972 Education Amendments is included in the appendixes. (JD)

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TITLE IX

Teacher's Role

Identifying and Overcoming Sex Bias

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COLORADO DEPARTMENT OF EDUCATION
CALVIN M. FRAZIER, COMMISSIONER
DENVER 1980

Participant Workbook

PARTICIPANT WORKBOOK

TEACHER'S ROLE:
IDENTIFYING AND OVERCOMING SEX BIAS
IN CLASSROOM MANAGEMENT

Prepared by
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April 1980

Adapted/Adopted
From the materials prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project
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PREFACE

The Title IX/Sex Equity training model is designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model was utilized and tested in twenty regional workshops by the Council of Chief State School Officers' (CCSSO) Title IX Equity Workshops Project. This project was funded under contract 300-76-0456 with the Women's Program Staff, U.S. Office of Education.

The training model is designed for all persons who have the opportunity to work with any persons interested in Title IX. Workshop sessions are provided for the following groups:

- Administrators, Title IX coordinators and school board members
- Instructional personnel
- Counseling and pupil services personnel
- Physical activities personnel (physical education and athletics staff)
- Community group members

The session outlines and materials were originally developed by Martha Matthews and Shirley McCune. Martha Matthews' time was partially supported by funds provided by the Ford Foundation. Shirley McCune and Martha Matthews are co-editors of the training manual.

Persons who have authored or contributed to other outlines and materials within the total package include: Linda Stebbins, Nancy Ames and Illana Rhodes (Abt Associates, Cambridge, Mass.); Judy Cusick, Joyce Kaser and Kent Boesdorfer (Resource Center on Sex Roles in Education, Washington, D.C.); Barb Landers (California State Department of Education, Sacramento, California); and Janice Birk (University of Maryland, College Park, Maryland).

Adaptations in the training materials for Colorado School districts were made by Dr. Martha Fair, Sex Equity Supervisor for the Colorado Department of Education and Linda S. Doyle, Consultant. The art work and cover design were done by the Art Department, Melanie Spurlin typed the manuals.

Title IX Sex Equity Staff
Equal Education Services Unit
Colorado Department of Education
April, 1980

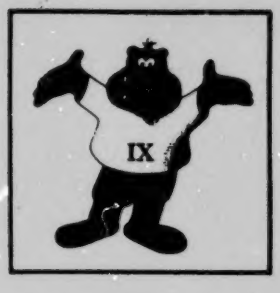
KEY TO DRAWINGS

DRAWING 1: LECTURES OR INTRODUCTORY COMMENTS TO BE PRESENTED BY THE FACILITATOR. "Hip-O-Niner" is the Colorado Title IX/Sex Equity mascot.

DRAWING 2: INDIVIDUAL ACTIVITY

DRAWING 3: SMALL GROUP ACTIVITY OR DISCUSSION

DRAWING 4: LARGE GROUP ACTIVITY OR DISCUSSION



SESSION OBJECTIVES

To identify a framework for consideration of sex discrimination and sex bias and the way it limits the options of girls and boys in our classrooms.

To examine the ways we manage our classrooms and the ways we interact with students as we may be perpetuating sex discrimination and sex bias.

To identify various strategies which may be used for overcoming sex discrimination and sex bias in the classroom.

To examine the use of content analysis techniques as a means of identifying bias in instructional materials.

To provide an overview of strategies which may be used for overcoming the effects of bias in instructional materials.

To extend our skills for the revision of bias in instructional materials.

To review the roles of the teacher as curriculum manager, institution builder and learner as they apply to implementing Title IX and attaining sex equity.

Participant
Worksheet 1

SEX ROLE ENVIRONMENT OPINIONNAIRE

Background Information
(Please check one item in each category)

SEX
- Female _____
- Male _____

AGE
- 30 or under _____
- 31 to 40 _____
- 41 to 50 _____
- over 50 _____

PRESENT POSITION
- Administrator _____
- Teacher _____
- Aide _____

PRESENT ASSIGNMENT LEVEL
- K _____
- 1-2 _____
- 3-4 _____
- 5-6 _____
- Building level _____

*Adapted from Survey #519, ESEA Title IV-C Project

This is not a test but an opinionnaire. Although there are no right or wrong answers, it is important that your responses accurately reflect your own judgments, impressions and feelings.

After each statement, please draw a circle around the response which most closely represents your opinion. The response choices are as follows:

SA	Strongly Agree
A	Agree
N/O	No Opinion
D	Disagree
SD	Strongly Disagree

Please circle only one response per item; do not mark between the provided choices and answer all of the items.

1. It's unnecessary to promote the altering or dropping of commonly accepted words and/or titles such as chairman, Miss, policeman, fireman, etc.

   SA A N/O D SD

2. I would vote for a well qualified woman to be President of the United States.

   SA A N/O D SD

3. It would bother me to see a five-year-old boy playing with a doll.

   SA A N/O D SD

4. Examples of blatant sex stereotyping are common in current instructional materials.

   SA A N/O D SD

5. Teachers at this school should be provided adequate training to analyze instructional materials for sexist content.

   SA A N/O D SD

6. A boy should be encouraged to participate in competitive sports to make a man out of him.

SA A N/O D SD

7. Sexually mixed, elective home economics classes are a good idea.

SA A N/O D SD

8. College education is as important for a girl as a boy.

SA A N/O D SD

9. Students should be encouraged to make critical analyses of instructional materials in terms of male and female stereotyping.

SA A N/O D SD

10. Sexist content in textbooks and/or other sources of media in the classroom has a negligible impact on the development of sexist attitudes by students.

SA A N/O D SD

11. I encourage girls toward physical independence by asking them to move chairs, carry books, etc.

SA A N/O D SD

12. Stereotyped roles of women as housewives, mothers or workers in menial or supportive roles are realistic and should not be eliminated from teaching materials.

SA A N/O D SD

13. I am more tolerant of "silliness" and giggling in girls than in boys.

SA A N/O D SD

14. Having women principals to provide role models of authority is as important as providing men principals as authority figures.

SA A N/O D SD

15. In today's world, women can satisfactorily combine the wife/mother role with an active career.

SA A N/O D SD

16. Women and men have instinctive aptitudes for certain jobs and social roles.

SA A N/O D SD

17. Nonsexstereotyped curriculum materials would help students understand career options available to them.

SA A N/O D SD

18. Boys learn more when instructed by men teachers.

SA A N/O D SD

19. In schools, boys are not disciplined as harshly by elementary teachers for fighting as are girls who get into fights.

SA A N/O D SD

20. As long as they are both qualified, men who are heads of households should be hired or advanced over women who are not heads of households.

SA A N/O D SD

21. I feel that it is important to create a nonsexist environment in my classroom.

SA A N/O D SD

22. I feel confident that I can create a non sex role stereotyped atmosphere in my classroom.

SA A N/O D SD

Participant Information Sheet 2

SUMMARY OF THE FORMS OF SEX BIAS IN THE CLASSROOM

1. Invisibility

   Girls form a quiet background to the active role of boys in the classroom. Teachers interact far more frequently with boys: rewarding them for their academic work, punishing them, talking to them, questioning them, and years later, remembering them far more often than girls. Girls have become the silent majority, almost invisible members of the classroom population. Female invisibility is underscored by bulletin board and other displays which frequently omit women entirely.

2. Stereotyping

   Many teachers assume that the male half of the species shares one set of abilities, interests, values and roles, and the female half a different set of these characteristics. These stereotyped expectations ignore individual differences, affect the teacher's behavior and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable and considerate behavior. When these stereotyped teacher expectations are reinforced by stereotyped models, pictures and other displays, children receive more messages of "appropriate" sex role behavior; and many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

3. Fragmentation/Isolation

   By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as a divisive influence and detracts from the goal of sexual equality. When represented in the physical environment of the classroom, on bulletin boards and in other displays, the role and contributions of women are presented separately and secondly, as though the female role is only a corollary to the mainstream of the human experience.

4. Linguistic Bias

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as mankind and salesman, and the constant reliance on the male pronoun "he" to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, biased language.

5. Imbalance/Selectivity

The educational system reflects an imbalance in compensatory educational programs. Special education programs alleviate learning problems which tend to affect boys while generally ignoring those which hamper girls. Therefore, although there are special education programs for reading and emotional learning problems, there are few special programs in spatial relations and mathematics. Compensatory education programs reflect a sex bias in the selection of the type of learning problems to be recognized and remedied, and this imbalance works to the disadvantage of females.

6. Unreality

In spite of the many sources of sex bias in the classroom interaction, most teachers and teacher educators are unaware of their own roles in promoting educational inequality. In order to overcome this unreality of sex bias in the classroom, educators should be made aware of the sources and impact of biased interactions. Activities provided for students should prepare them for the reality of their future lives.

Participant
Worksheet 3

IDENTIFYING SEX BIAS IN THE CLASSROOM

After reviewing the "Summary of the Forms of Sex Bias in the Classroom" (Participant Information Sheet 2), you are ready to develop your skills in analyzing and remedying sex bias in the classroom.

In each of the following case examples, a classroom incident is described. If you do not detect any sex bias in a case study, just write down "no" and go on to the next case. If you do detect bias, write down the form of bias, and indicate how the bias might be corrected.

1. Principal: (describing the elementary curriculum to a group of parents on visiting day)

   "So as you can see, we have a number of innovative programs and curricular material in our school. I am particularly proud of our special education program which includes comprehensive learning modules in reading disabilities and spatial visualization disabilities."

   Is there sex bias in this situation?_____

   If so, what form?_____

   How could the bias be corrected?

2. Teacher comments made during a 5th grade social studies lesson:

   "Excellent work, Jim. You've really got a good grasp of the causes of the Civil War."

   "Pete and Al, cut out the horsing around and get going on your reading assignment."

   "Wanda, I want you to know how pleased I am with the way you're behaving today."

   "That does it, Pete. It's after school for you."

   "Alex, the paper you handed in last week was excellent. You should be very proud."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

3. "I want all the boys up front where I can see them. This class is not for goofing off. We are going to work!"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

4. Topics listed on an elementary school bulletin board:

HEADLINES THE ECONOMY POLITICS

HOMEWORK ASSIGNMENTS TEN GREAT WOMEN

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

5. "Okay, class, I need help distributing the new textbooks. Could I have three boys to volunteer to go down to the office to get the books? "

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

6. "So far this semester, we have reviewed the life of the cavemen, man's discovery of fire and his development of primitive tools."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

7. "At last week's faculty meeting, Ms. Jones, the kindergarten teacher, took a strong position against sexist school practices. She pointed to her own classroom as an example of a sex-fair environment."

"Today the children in Ms. Jones' class are working with paper cutouts. As each girl finishes her work and comes up to her desk Ms. Jones automatically staples the cut outs together. As each boy completes the paper cut outs, Ms. Jones routinely points to the stapler and says, 'Just staple them all together at the corner.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

8. "Spelling bee time! Boys to the right, girls line up by the windows. This will be an exciting contest."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

9. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

10. "The school standards on decorum are quite clear. No jeans. No sleeveless shirts. No sandals. Only exceptions due to medical reasons will be allowed."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

11. "Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset, and are almost near tears. The teacher is disturbed by this reaction, and calls them up

after class. 'Take it easy, Sally. I know you're upset, but things will work out; and Bob, pull yourself together. You shouldn't be coming apart like this.'"

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

12. "The results on the standardized mathematics achievement test were very encouraging. We may have some future mathematicians in our class. And even some women mathematicians."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

13. "As part of our 'future careers' program, we will have four speakers tomorrow morning. Mr. Jacobs will discuss carpentry. Mr. Phillips will talk about the field of medical technology. Dr. Roberts will discuss the role of a physician. And Mr. Morgenthau will tell about his job as a small independent businessman."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

14. "Physics is not an easy course, but it can be an important foundation for a career in science. All students are expected to meet minimum standards at least and, hopefully, do a lot better. Anyone needing extra help, see me. That's what I'm here for. Okay, let's get to work."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

15. "It's time to form into your groups. Those with previous experience in automotive mechanics go to station 1. Those with a limited background go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

Is there sex bias in this situation?_____

If so, what form?_____

How could the bias be corrected?

Participant Worksheet 4

RECOGNIZING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS

Directions: Listed below are a number of behaviors/practices related to classroom management and/or curriculum which have implications for equal educational opportunities for female and male students. Read each item and determine where it would fall according to the following categories:

Sexist

D - Sex-Discriminatory practice/behavior - violates Title IX or other Federal nondiscrimination laws

B - Sex-Biased practice/behavior - reflects a bias or stereotype but is not a violation of Title IX or any other Federal nondiscrimination laws

Nonsexist

F - Sex-Fair practice/behavior - treats both sexes in equal or similar ways

A - Sex-Affirmative practice/behavior - attempts to compensate for the effects of past discrimination

Indicate your description of each of the items and label them by placing the appropriate letter in each blank.

____ 1. Not allowing females to use certain items of classroom machinery

____ 2. Praising females for their appearance; praising males for their academic achievements

____ 3. Requiring both males and females to wear uniforms which are similar in style and price

____ 4. Encouraging students to ensure that during club elections both females and males are considered for leadership positions and to evaluate the assumptions reflected in electing males as presidents and females as secretaries

____ 5. Presenting a list of possible projects in home economics which would appeal to both males and females and allowing students to select that which interests them most

____ 6. Suspending males for fighting; reprimanding females for the same behavior

____ 7. Participating in/developing inservice training for teachers on techniques for eliminating sex bias and discrimination in the classroom

____ 8. Not allowing females to enroll in certain vocational courses without written guarantee from an employer that they will be hired pending successful completion of the program; making no similar requirement for males

____ 9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other life areas and the importance of considering a variety of course options, both sex traditional and nontraditional

____ 10. Punishing both males and females who violate the school rule of no smoking by assigning detention based on number of offenses

____ 11. Maintaining eye contact with members of one sex more than the other

____ 12. Allowing girls, but not boys, to cry in the classroom

Participant
Worksheet 5

ASSESSING SEX BIAS IN THE CLASSROOM

Directions: In order to make sure we're providing sex equity for students, we need to examine the kinds of interactions we have with students and the kinds of techniques and procedures we use for managing classrooms. Only with such examination can we be sure that we're providing a nonsexist learning environment.

Listed below are specific teacher behaviors which fall under two major categories: the cognitive/affective classroom environment and the physical classroom environment. These are further subdivided into more specific groupings such as treatment of students and classroom groups. Please consider each one in terms of what you do in your classroom and check the appropriate column.

THE COGNITIVE/AFFECTIVE CLASSROOM ENVIRONMENT

Verbal Interaction

Do you interact with females and males similarly with regard to:

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
1. The frequency with which you call on them			
2. The frequency with which you praise them			
3. The kinds of behaviors for which you praise them			
4. The kinds of behaviors for which you punish them			
5. The kinds of disciplinary measures you use			

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
Use of Language			
Is your language free of sex bias with regard to:			
6. Use of masculine terminology to refer to all people			
7. Use or acceptance of derogatory terminology to refer to members of one sex			
8. Word order which consistently places males first (he or she, boys and girls, men and women)			
Nonverbal Interaction			
Do you interact with females and males similarly with regard to:			
9. Maintaining eye contact with them			
10. Maintaining close proximity with them			
11. Smiling (or other positive nonverbal behavior) at them			
Treatment of Students			
Do you treat females and males similarly with regard to:			
12. Standards for dress and appearance			
13. The application of classroom rules and privileges			

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
Behavioral Expectations Set for Students			
Do you hold similar expectations for females and males with regard to:			
14. Attitudes, abilities, career goals, work assignments (audio-visual aids, messengers)			
15. The level and nature of emotional expression that is considered appropriate for the classroom			
Evaluation			
Are the standards set for male and female students similar with regard to:			
16. Expected levels of academic performance (criteria used for evaluation)			
Provisions of Compensatory Instruction			
Do you provide for male and female students in compensatory instruction in regard to:			
17. The frequency with which compensatory instruction is provided			
18. The nature of compensatory instruction that is provided			

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
THE PHYSICAL CLASSROOM ENVIRONMENT			
Visual Displays			
Do you arrange all visual display material to avoid bias with regard to:			
19. The frequency with which females and males are depicted			
20. Sex stereotyping in behaviors, roles and occupations			
21. Fragmentation and isolation in the presentation of material about women			
Written Communication			
Are all written communications free of linguistic bias in terms of:			
22. Use of masculine terminology to refer to all people			
23. Use or acceptance of derogatory terminology to refer to members of one sex			
24. Word order which constantly places males first			

Classroom Groupings

Do you make sure that the following are not designated on the basis of sex?

	I almost always do this	I sometimes do this	This has either never occurred to me or never seemed important
25. Seat assignments or work groupings			
26. The lining up of students for entering or leaving the classroom			
27. Play groups for recreational and social activities			

Participant
Worksheet 6

STEPS I NEED TO TAKE TO ENSURE SEX EQUITY IN MY CLASSROOM

After thinking about the forms of bias which may be evident in the management of your classroom, please answer the following questions. Refer to completed Participant Worksheet 5 as necessary.

1. In which areas am I most likely to treat female students and male students differently?

2. What things do I need to keep in mind to make sure that my behavior is nonsexist?

3. How could I obtain additional information about the ways I interact with female and male students?

4. The things I can do to improve my equal treatment of male and female students when I return to my classroom are:

Participant
Worksheet 7

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS

Listed below you will find a number of excerpts taken from textbooks and instructional materials. Please read each example and determine if sex bias is present and if so, identify the form of sex bias which is present. Then, see if you can revise the statement in such a way as to eliminate or correct the bias in the statement. If no sex bias is present, simply indicate "none."

Example 1

"Agnes was 10 years old, but she still thought that playing Jack-in-the-box would be fun. Since, however, she was the only girl in the family, she knew she should should help her mother." (Looking Ahead, Houghton Mifflin, 1966, Paul McKee, editor, page 70)

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 2

"The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor and his livelihood is dependent upon his efficiency."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

* Developed by Myra Sadker and David Sadker for the CCSSO Title IX Equity Workshops Project, 1977.

Example 3

"The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievance to the reporters."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 4

"Father came home early and noticed Tommy had been crying. He put off starting dinner and took Tommy for a 'walk talk.' Starting high school certainly has its problems."

Is sex bias present? _____

What form(s) of sex bias? _____

Suggested revision:

Example 5

"The last chapter of a social studies textbook is devoted to American Life during the 1970's. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crisis."

Is this organization sexist? _____

What form(s) of sex bias? _____

Suggested revision:

Example 6

"An elementary textbook uses the following terms: mankind, coed, man and wife, women were given the vote, salesman, brotherhood, forefathers."

Is this usage sexist? _____

What form(s) of sex bias? _____

Suggested revision:

Example 7

"In a preview of the future, an elementary social studies textbook predicts the areas of change, and is divided into the following sections: Changing Values, Family Life, New Roles for Women, Your Participation, Community Life, Social Goals and Population and Need for Education. The illustrations reflect male scientists and engineers. The entire section on 'New Roles for Women' is quoted on the following page:"

Women in our society are already demanding new roles. By 2000 they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000 women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2000, the old saying, 'A woman's place is in the home,' will no longer apply." (from Our Working World, The American Way of Life, Lawrence Senesh, SRA, 1973, page 377).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 8

"Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness... Helen fell and Sam helped her to get up." (from Lippincott Basic Reading Program, Glenn McCracken and Charles Walcutt, educators, Book E, 1970, page 15)

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 9

The following sentences appeared in social studies texts:

"Abigail Adams influenced the social life of the capitol."

"Mr. Hilgard took his wife to the West Coast to locate a new house."

"The typical working man saw his pay check eaten up by inflation."

Are these sentences sexist? _____

What form(s) of sex bias? _____

Suggested revisions:

Example 10

"The girls stayed ahead of the boys through the whole game. When it ended at dark, they were ahead eight to seven. The boys could hardly believe it." (From Roads to Follow, Helen Robinson, Scott, Foresman and Company, 1965, page 54).

Is this passage sexist? _____

What form(s) of sex bias? _____

Suggested Revisions:

Participant Worksheet 8

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS

After reviewing Appendix C, "Summary of the Forms of Bias in Instructional Materials," you are ready to try your hand at analyzing and remedying racial-ethnic bias. Listed below you will find a number of examples of statements which appear in U.S. History Textbooks. You are asked to read each example and determine if racial-ethnic bias is present. If so, identify the form(s) of racial-ethnic bias and suggest a revision which would eliminate such forms of bias.

Example 1

"The first Negroes were shipped to America--to Jamestown--in 1619, the year before the Mayflower arrived...the first of millions of Africans who were transported toward these shores in the next two hundred years." (The Free and the Brave, Rand McNally and Company, 1967, p. 140).

Is racial-ethnic bias present? _____

What form(s) of racial-ethnic bias? _____

Suggested revision:

* Examples taken from textbooks and compiled by the Council on Interracial Books in Stereotypes, Distortions, and Omissions in U.S. History Textbooks (New York: Council on Interracial Books for Children, Racism and Sexism Resource Centers for Educators, 1977).

Example 2

"In spite of many hardships and dangers, hundreds of pioneers completed the trip to Oregon country. There they started new farms, new homes, and a new way of life." (Man in America, Silver Burdett, 1974, p. 270).

Is racial-ethnic bias present? _____

What form(s) of racial-ethnic bias? _____

Suggested revision:

Example 3

"To improve their status they would need education, prosperity and able leadership. Yet almost no ex-slave in 1865 had even the skills, tools, or land needed just to support himself." (The Impact of Our Past, McGraw-Hill, 1972, p. 397)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 4

"Low income families have little choice in where they can live. Racial prejudice has kept minority groups out of the better neighborhoods and forced them into run-down sections of the cities." (Man in America, Silver Burdett, 1974, p. 624)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 5

"For a time, Chinese workers were in great demand. They helped build the transcontinental railroads. They also worked as household servants or waiters and launderers." (America; Its People and Values, Harcourt, Brace, & Jovanovich, 1975, p. 551.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 6

"...in 1882 Congress enacted a new Chinese Exclusion Act which, with several extensions, continued in effect until World War II." (Rise of the American Nation, Harcourt, Brace, & Jovanovich, 1972, p. 500.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 7

"Japanese born in the United States are called Nisei. When West Coast residents got panicky after Pearl Harbor, the Nisei were sent to camps as a 'safety measure.' There Japanese-Americans were put behind barbed wire and guarded by soldiers...Within a year, however, most Nisei were allowed to leave the camps. They went to college or to harvest crops. Many volunteered for armed duty..." (American History for Today, Ginn and Company, 1970, p. 452.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 8

"Unlike Black Americans, who have spread to all regions of the United States, Mexican Americans have stayed mainly in the Southwest." (Man in America, Silver Burdett, 1974, p. 567.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 9

"The Iroquois were a fierce and warlike people." (America: Its People and Values, Harcourt, Brace, & Jovanovich, 1975, p. 68.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 10

"The purchase of the Louisiana Territory was one of the greatest real estate bargains in history. The vast and empty territory...was mostly unexplored." (The Challenge of America, Hold, Rinehart, & Winston, 1973, p. 230.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 11

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by unfamiliarity with English and embittered by the antagonism they often met from other children." (Rise of the American Nation, Harcourt, Brace, & Jovanovich, 1972, p. 831.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Example 12

"The slaves could not learn of other places and other people from travel or books...it was against the law for slaves to learn to read or write." (The Challenge of America, Holt, Rinehart, & Winston, 1973, p. 335.)

Is racial-ethnic bias present? _____

What forms of racial-ethnic bias? _____

Suggested revision:

Participant
Worksheet 9

TEACHING CRITICAL READING SKILLS: A GUIDE FOR ANALYZING RACIAL AND SEXUAL BIAS IN ELEMENTARY READERS

Adapted and abridged by
The Resource Center on Sex Roles
in Education
National Foundation for the
Improvement of Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

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Directions:

The following story is similar to those used in many elementary readers. As you read it, please read critically --try to identify the stereotypes or bias it reflects. Following the story, you will find a form for analyzing the story and a set of suggestions for using the form. Please fill it out as the instructions suggest.

Sample Story for Analysis

A NEW SCHOOL FOR TAIHARURU

by Sara Zimet

Andrew lived with his family on the tiny island of Taiharuru, one of the hundreds that dot the broad Pacific Ocean south of Hawaii. Left to themselves for centuries, the peaceful natives had once led an easygoing life. But times were changing.

From his lofty perch in the palm tree, Andrew could see the town across the mountain where the boys and girls in Andrew's little village went to school. The long walk to and from school left little time for study. An American had recently come to the town, and this morning he was holding the important meeting to which all the men of the village had gone.

Andrew slid nimbly down the sloping trunk of the palm tree and went to the grass hut, where he saw his mother, Esther, preparing lunch.

Early in the morning, Esther had told Andrew's father, Thomas, good-bye and had walked down the hill to the river to catch a fish for the noon meal. After cleaning the fish, she had placed it along with slices of papaya on the banana leaf. Wrapping this firmly about the food, Esther had laid it on a bed of coals to steam until the sun was high, and Thomas had returned from the meeting.

Esther was the first to see her husband bursting along the jungle path. "Papa has big news," she told Andrew. "He is excited; he walks fast."

"I'm hungry," Thomas complained when he returned. "Let us eat while I talk." Esther quickly gathered the food for the meal.

The steaming baked fish and the papaya gave off an appetizing aroma, and all fell to eating. Between mouthfuls, Thomas told his story.

"A tall American has come to our island. He will help us build a school in our village. Then, our children won't have to cross the mountain every day to go to school."

"A school here?" Andrew asked. "How can this be done? We have no money, no stone, little wood, and no tools at all."

"But hear me," Thomas went on. "This American says he has no money either, but has a little boat with a motor, and he will help us build a raft to use in gathering the stone for the building. He will take our strongest men and the raft out to the reef each day when the tide is low. There we will dive down and loosen the great heads of coral from the bottom and haul them with ropes up to the raft. When it is fully loaded, he will bring it to the beach where other of our men will haul up the coral with ropes to the place where the school will be built. He will teach the men how to shape the heads into building stones. Only the best divers will go in the boat."

"Is there not something the women of the village can do?" Esther asked. "I, too, am a good swimmer."

"Yes, the American thought of everything. We will need eighty dollars to buy cement to put between the stones and to make the floor. The American says the women are to catch the fish and sell them in the town market and make money that way."

"We will!" said Esther.

For the next few weeks, the village was filled with excitement. Each day, the women awoke early and went with their hand nets to the fishing grounds. From the water's edge, they cast the nets repeatedly into the sea. Heaping the fresh fish into the baskets, they began the journey over the steep mountain trail to the town market.

Each day, the strongest of the men went to the reef. They dove down and loosened the big rounded heads of coral and brought them up to be loaded on the raft. The men on the shore hauled the coral to the building site. Other men squared the coral into blocks with tools provided by the American. Day after day, Andrew and other boys of the village took the castoff coral and pounded it into small bits to be used in the cement floor.

On a sunny day after a tropical shower, the first stones went into place, for enough money had come in from

the fish market to buy the needed cement. One day, a group of men went back into the jungle, and by evening they had brought out enough straight long poles to form sturdy rafters for the roof. The boys climbed palms and cut down branches, which the women then assembled into huge piles for use in making waterproof thatched roofs. The boys even helped the women with netcasting for fish.

Finally, the school building was finished, and there was to be a big celebration! A group of men dug a great hole in the ground and others carried big rocks. Still others drew near with bundles of dry sticks and short logs.

When the pit fire had died down to hot coals, the village women placed the meat on the fire and let it cook slowly.

Torches were lit, and soon all the villagers, bearing gifts and fruits, began assembling. It was the greatest day in the history of the village.

After the feast, the village chief rose and called for silence. He thanked the American for his help and presented him with a tortoise-shell fan. Then, he called on the other villagers to file by and offer their gifts to the American. Then the tall American stood and said, "I thank all of you for these gifts. Now that you know how to work with coral stone, I hope that you will build many other buildings and houses. Try not to forget the lessons you have learned."

Everyone cheered, and the American sat down. The celebration went on.

Critical Reading Record Sheet

Each character in the story is examined critically to determine whether the portrayal is realistic and accurate or biased. A realistic and accurate portrayal of characters is one which is true-to-life, factual, and authentic for the setting, time period and circumstances depicted. It is one which depicts the full range of human interests, traits and capabilities. The aim of the portrayal is to be free of bias.

A Biased portrayal is one which relegates a group of people, such as racial and ethnic minorities, women and nations to a secondary and inferior status. It is one which may omit the actions and achievements of a group, which may demean a group by using patronizing language, or by showing them only in stereotyped roles with less than the full range of human interests, traits and capabilities.

Patronizing language is best described as expressions which are agreeable and show kindness to a person or group in a condescending manner, indicating that the person or group is inferior.

Stereotyped roles refer to placing groups of people in narrowly defined categories or activities, which are limiting or derogatory. For example: women are either omitted from textbooks, seldom present, or only shown as mothers, wives, nurses and teachers; racial and ethnic minorities are either omitted from the textbooks, seldom present or shown in unskilled workroles without initiative or sophistication; and nations other than the United States are presented as exotic and/or underdeveloped both culturally and economically. For example, "Even though the English wanted to let them do it on their own, they knew that the people weren't clever enough to do it alone"; or "I know you're doing the best you can. After all, you're just a girl."

Below you will find some instructions to help you in filling out your critical reading record.

Fill in the identifying information at the top of the record sheet. Then read through the entire story. Iden-

tify one character at a time and fill in all the information available on each character.

1. Character: Write in the name and/or description of the character.

2. Age/Sex: Place an "X" in the column that describes the age and sex of the character.

3. Cultural/National Identity: Write in the one which best describes the character:

   White/U.S.A. or specify other nationality
   Black/U.S.A. or specify other nationality
   Oriental/U.S.A. or specify other nationality
   Puerto Rican/U.S.A. or specify other nationality
   Chicano/U.S.A.
   Native American/U.S.A.
   Other (specify)
   Animal/U.S.A. or specify other nationality

Then place an "X" in one of the columns indicating whether the character is from a "Dominant" or "Minority" cultural group for that country. By "Dominant" is meant the group which makes up the power structure and is most influential; by "Minority" is meant the group which is least influential and least powerful.

4. Traits: Read over each of the following traits and select the one(s) which best describe(s) the character. Then examine each trait listed and place an "X" in the column "Yes" if the trait is limiting or derogatory for that character, keeping in mind the age, sex and cultural identity of the character. If the trait is not stereotyped, place an "X" in the "No" column.

Aggressive	Dishonest	Greedy	Obedient
Alert	Disobedient	Honest	Passive
Competent	Dull	Hostile	Respectful
Courageous	Follower	Incompetent	Ridiculing
Cowardly	Friendly	Independent	Suspicious
Dependent	Generous	Leader	Tidy
		Messy	Trusting

5. Workrole(s) outside the home: Write in any of the following workroles outside the home that are attributed to the character:

Earned money	Gave commands and directions
Disciplined and controlled	Protected
Prepared and served food	Cleaned and washed
Comforted	Played with children
Taught and guided	

If none were described, write in "none." Review the age, sex and cultural identity of the character and decide if the role(s) or absence of role(s) is stereotyped. Then place an "X" in the "Yes" column if the role is a limited one or in the "No" column if it is not a limited one.

6. Workrole(s) inside the home: Write in any of the following workroles inside the home that are attributed to the character:

Earned money	Gave commands and directions
Disciplined and controlled	Protected
Prepared and served food	Cleaned and washed
Comforted	Played with children
Taught and guided	

If none were described, write in "none." Review the age, sex and cultural identity of the character and decide if the role(s) or absence of role(s) is stereotyped. Then place an "X" in the "Yes" column if the role is a limited one or in the "No" column if it is not a limited one.

7. Attitudes of other(s) toward character: Place an"X" in the column(s) that best describe(s) the attitudes of another person or persons toward the character. Place an "X" in as many column(s) that are appropriate. Look over the definitions below before making your decision:

Positive:	an attitude of respect, esteem and regard
Negative:	an attitude of disrespect, esteem and low regard

Patronizing:	an attitude of kindness and agreeableness to an inferior
Neutral:	an attitude which is neither positive, negative nor patronizing
None:	no attitude is expressed towards the character

8. Attitude of character toward others: Place an "X" in the column(s) that best describe(s) the attitude of the character towards another person or persons. Look over the definitions for Positive, Negative, Patronizing, Neutral and None before making your decision.

9. Derogatory Statement(s) about character: If there is a statement about the character that is belittling, disparaging and detracting, place an "X" in the "Yes" column. If none were made, place an "X" in the "No" column.

10. Given Inferior Status: If there is a statement about the character that implies an inferiority of character or a lessening of social/self esteem, place an "X" in the "Yes" column. If none were made, place an "X" in the "No" column.

11. Conclusion: In order to answer the question, is the character sex-biased or race-biased, review the answers given to all the other ten items on the record sheet. If you have answered yes to the questions in columns 4, 5, 6, 9 and 10, then determine if there is sex bias, race bias or both. Indicate to whom the bias is directed and specify male, female, dominant or minority. If you have answered "No" to all of these questions, place an "X" in the "No" columns of both the sex bias and race bias categories. If the character is an animal, inanimate object or not identifiable, it may not be possible to give a race bias or sex bias rating. Leave space blank if this is the case.

When all the characters have been rated, review the conclusions drawn in item II and write in a final

statement about the story in the space marked concluding statement.

One story alone is an inadequate measure of the total textbook. It may suggest a pattern that the stories follow, but this needs to be tested carefully by looking critically at the other stories in the text. In other words, the characterizations in one story may be counterbalanced by those in other stories.

Thus, after critically reading all the stories in the text (or a representative sample of them) a review should be made of the concluding statements for each story. Then a final statement describing the content of the text in terms of sex and race bias should be made.

By openly recognizing the hidden curriculum in textbooks and by assisting students to do the same, you can reverse many of the harmful effects it may have on the students. This scrutiny is essential to learning to read critically, learning to differentiate between fact and opinion, between realistic human limitations and those imposed by bias. Until such a time as today's schoolbooks are replaced by others which more accurately depict the range of human behavior and the diversity of life in the U.S.A., teachers can consciously use the schoolbooks to teach concepts of stereotyping and bias through the development of critical reading abilities in their students.

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: _____ Workrole _____

1. Character		2. Age/Sex				3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped?			5. Workrole(s) Outside Home	Were they stereotyped?	
		Adult		Child											
		M	F	M	F					Yes	No			Yes	No

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age _____ Sex _____ Cultural Identity _____

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to others				9. Derogatory Statement(s) about Character		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patroni-zing	Neutral	Positive	Negative	Patroni-zing	Neutral	Yes	No	Yes	No

11.

CONCLUSION

Sex Bias				Race Bias			
Yes		No		Yes		No	
M	F	M	F	Dom.	Min.	Dom.	Min.

CONCLUDING STATEMENT:

Participant
Worksheet 10

DISTINGUISHING BETWEEN SEX- AND RACE-BIASED AND NONBIASED MATERIALS

As we analyze materials we may observe that different level of bias and/or effort to overcome bias in the materials. One way of thinking about the materials is outlined below.

Biased Materials -- Materials which demonstrate any form of bias on the basis of racial-ethnic group or sex.

Sex- or race-fair materials -- Materials which reflect a philosophy of equal and fair treatment for females and males of all racial-ethnic groups.

Sex- or race-affirmative materials -- Materials which attempt to overcome the effect of past discrimination and bias by emphasizing nonstereotyped behaviors, changes in opportunities and/or provides realistic portrayals of discrimination, bias and stereotyping.

Listed below are several examples of materials which reflect one of these categories. Please read each of the examples provided and indicate if the example is sex- or race-biased, sex- or race-fair, or sex- or race-affirmative.

Example 1

Barbara Fisher wants to take tennis instead of the class in slimnastics, but she learns that her school does not offer tennis for girls. She takes over her brother's newspaper route and then finds that girls are not allowed to deliver newspapers. She protests and is called a nut. However, her efforts finally prove successful and she becomes the city's first newspaper girl. Moreover, she finds that she has become a role model for younger children and that she is not a nut -- but a pioneer. (Betty Miles, The Real Me, New York: Knopf, 1974).

Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 2

This collection of readings provides a collection of the biographies of 50 famous Americans. The 50 Americans selected include the biographies of 30 white Americans, 10 Black Americans, 3 Mexican Americans, 1 Puerto Rican American, 2 Native Americans, and 4 Asian Americans. All of the biographies are biographies of famous American men.

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 3

This collection of materials is a reading series designed to assist students to increase their reading skills. The number of stories with male characters outnumbers the stories with female characters by a 4:1 ratio. Females are often portrayed as interested in domestic activities and as characters who are unable to succeed. Black Americans are included in approximately 15 percent of the stories and illustrations.

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 4

This collection of materials is designed to assist teachers to detect racism and sexism in U.S. History textbooks. It provides a content analysis instrument for detecting racism and sexism and supplemental information on Asian American, Black, Chicano, Native American, Puerto Rican, and Women's History. (Stereotypes, Distortions and Omissions in U.S. History Textbooks, New York: The Council on Interracial Books for Children, 1977).

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 5

This children's book chronicles Martin's daily activities with his father. Martin's father plays with him, cooks breakfast, does the laundry, prepares lunch, gives him a bath and tucks him into bed. (Margrit Eichler, Martin's Father, Chapel Hill: Lollipop Power, 1971).

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 6

This book provides a collection of writings which documents the history of Black women in America. The book includes writings such as: Slavery, The Struggle for Education, A Woman's Lot, Making a Living, Survival is a Form of Resistance, In Government Service and In Political Life, The Monster Prejudice and "Lifting As We Climb." (Gerda Lerner, ed., Black Women in White America, New York: Vintage Books, 1973).

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 7

Young Adam and Marian play together, but always in stereotyped roles. Marian does not like her roles as nurse, stewardess and first lady. After a long discussion about sex bias with her parents, Marian no longer accepts these stereotyped roles. She advocates the position that she can be a doctor, a pilot or President. Marian makes it clear to Adam that stereotyped activities will have to stop. (Norma Klein, Girls Can Be Anything, Dutton, 1973).

Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

Example 8

This material is a collection of career counseling materials. Descriptions of 60 different occupations are provided. Illustrations and case studies provided show males and females in traditional and nontraditional jobs, and effort is made to include illustrations which include males and females of various racial-ethnic groups. At no time is the generic "he" used in the materials and the labels of occupations have been modified to avoid sexist connotations.

Race-Biased _____ Race-Fair _____ Race-Affirmative _____
Sex-Biased _____ Sex-Fair _____ Sex-Affirmative _____

APPENDICES

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APPENDIX

A

IDENTIFYING SEX BIAS IN INSTRUCTIONAL PROCEDURES: CASE EXAMPLE ANSWER SHEET

Following are suggested responses for Participant Worksheet 3. In some cases, other forms of bias may also apply and facilitators may accept answers that vary from the suggested responses below.

1. No bias

2. Invisibility - The bias could be corrected by increasing interaction with female students and praising them for academic performance as well as good behavior.

3. Fragmentation - Another possible answer is stereotyping. The bias could be corrected by eliminating the sex segregated grouping of students.

4. Fragmentation in the visual display - The bias could be corrected by integrating the accomplishments of women throughout bulletin board materials.

5. Stereotyping - The bias could be corrected by asking for student volunteers to get the new textbooks.

6. Linguistic bias - The bias could be corrected by referring to cave "people"; "People's" discovery of fire; and "their" development of primitive tools.

7. Unreality and stereotyping - The bias could be corrected by having both females and males staple their papers. To eliminate unreality, Ms. Jones must recognize the various subtle ways that sex bias may emerge in her classroom.

8. Fragmentation - The bias can be corrected by eliminating the sex-segregated competition.

9. Stereotyping and isolation - The bias can be corrected by indicating that no student may go near the drill press until operational procedures have been demonstrated.

10. No bias

11. Stereotyping - The bias can be corrected by recognizing expressions of emotions for both Sally and Bob.

12. Stereotyping and linguistic bias - The bias could be corrected by eliminating the reference to "women mathematicians."

13. Imbalance and stereotyping - The bias could be corrected by providing a balance of female and male speakers.

14. No bias

15. No bias

APPENDIX

B

RECOGNIZING AND IDENTIFYING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS: ANSWER SHEET

Discriminatory	Sex-Biased	Sex-Fair	Sex-Affirmative
1	2	3	4
6	11	5	7
8	12	10	9

APPENDIX

C

SUMMARY OF THE FORMS OF BIAS IN INSTRUCTIONAL MATERIALS

1. Exclusion/Invisibility:

Perhaps the most fundamental form of bias in instructional materials is the complete or relative exclusion of a particular group or groups from representation or consideration in text and/or illustrations.

Research suggests, for example, that textbooks published prior to the 1960's largely omitted any consideration of Black Americans within contemporary society, and indeed rendered Black people relatively invisible from accounts or references to America after the Reconstruction. Spanish-speaking Americans, Asian Americans and Native Americans continue to be absent from most textbooks, both in terms of their historical roles and contributions to our society and with reference to their current status or position. Many studies indicate that women, who constitute over 51 percent of the U.S. population, represent approximately 30 percent of the persons or characters referred to throughout textbooks in most subject areas. All of these are examples of the existence of bias through exclusion or invisibility.

2. Stereotyping

When they are included in textbooks, racial-ethnic minority group members and both males and females are often portrayed with regard to only one particular attribute, characteristic or role. Some of the stereotypes most frequently seen in textbooks include:

The portrayal of Asian Americans only as laundry workers or cooks;

The portrayal of Mexican Americans only as peons or migrant workers;

The portrayal of Native Americans as either "bloodthirsty savages" or "noble sons of the earth";

The portrayal of women primarily as mothers (and only occasionally as nurses, secretaries or teachers) and as passive, dependent persons defined solely in terms of their homes and family roles;

The portrayal of men in a wide variety of occupational roles (and only occasionally as husbands and fathers) and as strong, assertive persons defined primarily in terms of their occupational roles.

In textbooks published before the 1960's, the stereotyping of Black Americans as "Uncle Remus" or "plantation mammy" characters was frequently documented.

Stereotyping may occur in reference to any of a number of variables: physical appearance, intellectual attributes, personality characteristics, career roles, domestic roles and social placement (with regard to access to roles of personal, social or institutional power or dominance).

3. Imbalance/Selectivity

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives which may apply to a particular situation. Through selective presentation of materials, instructional materials may distort reality and ignore complex and differing viewpoints. As a result, millions of students have been taught little or nothing about the contributions, struggles, and participation of women and minorities in our society.

Examples of these distortions include:

The origins of European settlers in the New World are emphasized, while the origins and heritage of African Americans are frequently omitted.

The history of Native American Federal relations is frequently described in terms of treaties and protection, rather than with reference to broken treaties and progressive government appropriation of Native American lands.

References to Chinese immigrants emphasize them as "cheap labor" which necessitated the passage of restrictive immigration laws and threatened the living standards of other Americans, without any mention of the contributions of the Chinese, and the many forms of discrimination and harassment they experienced.

Textbooks refer to the fact that "women were given the vote" but omit the physical abuse and sacrifices suffered by the leaders of the suffrage movement.

4. Unreality

Many researchers have remarked upon the tendency of instructional materials to ignore facts which are unpleasant or which do not conform with the stated value system of the white majority culture. Instructional materials often ignore the existence of prejudice, racism, discrimination, exploitation, oppression, sexism and intergroup conflict. Controversial topics are glossed over. This unrealistic coverage denies children the information they need to recognize, understand and perhaps some day conquer the problems that plague society.

Examples of unreality may be found in materials including discussions of the improvement of the opportunities for minority groups without indicating the problems which are still faced by large numbers of minority group persons or the portrayal of women only in home roles despite the fact that a majority of adult women work outside the home.

5. Fragmentation/Isolation

Bias through fragmentation and isolation takes two primary forms. First, content regarding minority groups and women may be physically or visually fragmented and isolated and delivered only in separate chapters (e.g., "Black Americans and the Winning of the West", "Bootleggers, Suffragettes and Other Diversions") or even in boxes to the side of the page (e.g., "Ten Distinguished Black Americans", "Ten Women Achievers in Science"). Second, racial-ethnic minority group members and women may be depicted as interacting only with persons like themselves, never contacting or impacting the dominant culture.

Fragmentation and isolation imply that the history, experiences and situations of minority and female persons are somehow entirely unrelated to those of the dominant culture or cultures (usually white, Anglo-Saxon, Protestant and male). They ignore the dynamic relationship of these groups to the development of our current society, and imply the continuous progress of the dominant culture

without any reliance upon the contributions and influence of racial-ethnic minorities and women.

6. Linguistic Bias

Language is a powerful conveyer of bias in instructional materials. Use of the generic "he" is an obvious source of bias, but there are also many more subtle forms of linguistic bias. For example:

> Native Americans are frequently referred to as "roaming", "wandering" or "roving" across the land. These terms might be used to apply to buffalo or wolves; they suggest a merely physical relationship to the land, rather than a social or purposeful relation. Such language implicitly justifies the seizure of Native lands by more goal directed white Americans who "traveled" or "settled" their way westward.
>
> Immigrant groups are often referred to as "hordes" or "swarms". These terms serve to dehumanize, and to reduce the diversity and variation within any group of people.
>
> Such words as "forefather", "brotherhood", and "man-made" serve to deny the contributions and existence of the 51 percent of the U.S. population which is female.

APPENDIX

D

IDENTIFYING SEX BIAS IN INSTRUCTIONAL MATERIALS: ANSWER SHEET

The following answers indicate the form of bias which may be found in the examples provided in Participant Worksheet 7, as well as suggested revisions. Participants may discover other forms of bias and may suggest alternate revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below:

Case 1

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The revision should eliminate the stereotype of the girl and mother being responsible for and confined to the home. A revision might suggest that a son and daughter help their parents with household chores so that the entire family could then pursue other interests.

Case 2

Is sex bias present? Yes

Forms: Sexist language
Invisibility
Stereotyping

Comment and Suggested Revision: Male and female farmers should both be referred to. The use of the pronoun "he" to refer to all farmers should be revised. The use of "frontiersman" is an example of sexist language and serves to deny the contributions and sacrifices of pioneering women. This noun should be replaced (e.g., "pioneering farmers", "frontiersmen and women").

Case 3

Is sex bias present? No

Form: Not applicable

Suggest Revision: Not applicable

Comment: That passage includes nouns and roles that refer to both men and women.

Case 4

Is sex bias present? No

Form: Not applicable

Suggested Revision: Not applicable

Comment: The passage includes a father who takes responsibility for preparing dinner and a teenage boy who is able to demonstrate emotions. Both break with the traditional male sex role stereotypes.

Case 5

Is sex bias present? Yes

Form: Fragmentation/Isolation

Comment and Suggested Revisions: The role of women in contemporary society should not be isolated from the main portion of the narrative, but should be included throughout the chapter. Perhaps the section on "Contributions of Contemporary Women" might be changed to "Contributions of Contemporary Americans" and include both women and men. As this chapter is now organized, it suggests that the role of women is outside the mainstream of American life.

Case 6

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revisions: Mankind to human, humanity, people, women and men; coed to student; man and wife to husband and wife; women were given the vote to women won the vote; salesman to salesperson; brotherhood to unity, amity, community; forefathers to precursors, ancestors, founders.

Case 7

Is sex bias present? Yes

Form: Unreality/Isolation

Comment and Suggested Revisions: The passage is written with generalizations and omits divergent views, emotional struggles and the barriers to full equality, which are so much a part of the women's movement. This simplistic account of the struggle for equality is misleading. The passage could be made more realistic by including the barriers to equality, the sacrifices of feminists involved in the struggle and the opponents to the feminist movement, including the opposition to the passage of the Equal Rights Amendment.

In addition, the isolation of women from the other sections of the text might be criticized. This isolation is underscored by the all male population reflected in the illustrations. Revisions for rectifying this bias would include writing about women in other sections of the chapter and including photographs of women as well as men.

Case 8

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: The portrayal of a timid girl and a courageous boy is stereotypic. Revisions might include depicting both children as competent and capable or even describing a brave girl and a timid boy.

Case 9

Is sex bias present? Yes

Form: Sexist language

Comment and Suggested Revision: Abigail Adams influenced the social life of the capitol to Abigail Adams was a talented writer whose accounts provide us with an insight into America's early days. In addition, she was influential in the capitol's social life.

Mr. Hilgard took his wife to the West Coast to locate a new house to The Hilgards went to the West Coast to locate a new house.

The typical working man saw his pay check eaten up by inflation to The typical worker's pay check was eaten up by inflation.

Case 10

Is sex bias present? Yes

Form: Stereotyping

Comment and Suggested Revisions: Some might believe that because the girls' team won, the passage is nonsexist. But the undertone is critical here. The disbelief that is expressed by the boys suggest that the victory by a girls' team is an aberration. The revision should omit the boys' disbelief at the victory of a girls' team.

APPENDIX

E

IDENTIFYING RACIAL-ETHNIC BIAS IN INSTRUCTIONAL MATERIALS: ANSWER SHEET

The following answers indicate the form of bias which may be found in the examples provided in Participant Worksheet 8 and information which may be used for the revision of the statements. Participants may discover other forms of bias and may suggest alternative revisions, so it is important that the facilitator keep an open mind to consider responses different from those cited below.

The examples and information provided below are taken from:

Stereotypes, Distortions, and Omissions in U.S. History Textbooks. New York: The Council on Interracial Books for Children and the Racism and Sexism Resource Center for Educators, 1977. Copies may be obtained from the Council in Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 for $7.95 per copy.

Example 1

Is racial-ethnic bias present? Yes

Forms: Exclusion/Invisibility
Unreality

Comment and suggested revisions:

The quotation illustrated the invisibility of the contribution of American Explorers and settlers who were in America prior to 1619, and the unrealistic portrayal of our history. The sentence should be expanded to include some of the following.

"Free Africans, as well as slaves, were in the Americas before 1619. They accompanied Spanish, Portuguese and other explorers, serving in a variety of roles. They were seamen, explorers, farmers, guides and shipbuilders. Estavanico, who came to North America with Cabeza de Vaca, was the best known African explorer of that period.

"A slave rebellion is recorded in 1526 in what is now known as South Carolina. Because of that rebellion, the Spanish settlers returned to Haiti, leaving the Africans as the first permanent, indigenous settlement in what was later to become the U.S.

"Increasing evidence suggests that Africans traveled to the Americas centuries before Columbus. Skeletons, carvings and other archeological evidence found throughout Central and South America; the nautical skills and instruments of some ancient African civilizations; and the pattern of ocean currents between the continents combine to indicate that the Africans traveled to the Americas during several historical periods."

References for further reading:

Herbert Aptheker. American Negro Slave Revolts. New York: International Publishers Co., Inc., 1952. p. 1963. Description of 1526 revolt.

James Bailey. The God-Kings and the Titans. New York: St. Martins Press, 1972. pp. 146-153 and 183-195.

John G. Jackson. Introduction of African Civilizations. Secaucus, N. J.: Citadel Press, 1970. pp. 223-264.

Ivan Van Sertima. They Came Before Columbus. New York: Random House, 1976.

Example 2

Is racial-ethnic bias present? Yes

Forms: Exclusion/Invisibility
Unreality

Comment and suggested revisions:

The selection reflects the invisibility of nonwhite groups in the settling of the West and the unrealistic portrayal of history. The excerpts should be modified to include reference to the participation of Black Americans in the Westward expansion.

"Black people took part in the takeover of the West, as trappers, missionaries, explorers, Pony Express riders, railroad laborers, cowboys and members of the U.S. Army. Some participated in the suppression of Native Americans. Other Black people, who had escaped slavery and found refuge with Native American nations fought alongside them against the whites.

"But while Black people were involved in the exploration of the West that preceded U.S. settlement (and the area was prohibited to slavery), discrimination against Black people occurred within three years and there was a decree that any Blacks who entered should be flogged. After the establishment of the Republic of Texas, the Texas Congress ordered all free Black people out of the Republic. The 1850 Indiana Constitutions barred Black people from entering or settling in the state. Western states barred Black men from voting and adopted a variety of other discriminatory practices".

References for further reading:

Phillip Durham and Everett L. Jones. The Negro Cowboys. New York: Dodd, Mead, and Co., 1965.

John Hope Franklin. From Slavery to Freedom. New York: Alfred A. Knopf, 1967. pp. 265-270.

J. Norman Heard. The Black Frontiersman. New York: John Day Co., 1969.

Example 3

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Unreality

Comment and suggested revisions:

Materials which portray freedpeople as helpless, childlike, rootless persons needing leadership and assistance reflect a biased perspective. They should be expanded to include examples of freedpersons' initiative, the rebels' takeover of lands which had been provided freedpersons after the Civil War, and the industries which had been built.

"Only about a million acres of confiscated land was distributed to freedpeople, but most of this was later taken from them. There are numerous examples of their successful farms and of their organization of civil governments that provided necessary services. These examples illustrate the potential of land distribution that could have revolutionized the South.

"In 1863, the plantations of Jefferson Davis and his brother were divided and seventy freedpeople were given 30 acres each, while a Black regiment protected them from Confederates. This 'Davis Bend' program was so successful that by 1865 another 5,000 acres were given to 1,800 Blacks organized into 181 companies. The government supplied equipment and supplies which were repaid when crops were sold. The people opened stores, established a school, set up a government and provided free medical services to all who could not afford a doctor. In 1865, they cleared $160,000 after paying expenses.

"A visitor to Hampton, Virginia, another such development, wrote, 'I found it a thrifty village, occupied chiefly by freedmen (with) a sashfactory and blacksmith's shop, shoemakers' shops and stores...I found no idleness anywhere...On one estate of six hundred acres, there was a thriving community of 800 freedmen.

"These and other successful ventures were destroyed when rebel Confederates received pardons from President Johnson and were allowed to regain 'their' land. General Saxton, commanding the Department of the South, pleaded in vain for Congress to buy such land and have the freedpeople remain. He wrote that on the islands off the coasts of Georgia and South Carolina, 'the freedmen have established civil governments and constitutions and laws, with all the different departments for schools, churches, building roads and other improvements'. On one of these islands, freedpeople used arms to resist the return of the pardoned rebels".

References for further reading:

William Loren Katz. Eyewitness: The Negro in American History. New York: Pittman Publishing Company, 1968. See pp. 245-246 for reference to Mames Island and General Saxton, and pp. 258-259 for Hampton, Virginia.

James Lowen and Charles Sallis (eds.) Mississippi: Conflict and Change. New York: Pantheon Books, 1974. See pp. 136-137 for discussion of Davis Bend.

Example 4

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The discussion of patterns of segregation as an outcome of racial prejudice provides only a partial explanation of segregation within our society. A revision should include discussion of institutional racism and the ways that the complex of institutions controlled by whites operates to perpetuate segregation and denial of true equality of opportunity.

"The entire gamut of institutions -- businesses, unions, education, health, churches, government, media -- is controlled by whites, and functions in ways which subordinate third world people. The prejudice of individual whites -- although destructive -- plays a secondary role."

References for further reading:

Stokely Carmichael and Charles V. Hamilton. Black Power, The Politics of Liberation in America. New York: Random House, 1967.

Louis L. Knowles and Kenneth Prewitt. Institutional Racism in America. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Example 5

Is racial-ethnic bias present? Yes

Form: Stereotyping

Comment and suggested revisions:

The selection should be revised to reflect the many occupational roles in which Chinese laborers served.

"Chinese were the mainstay of the early woolen and cigar industries of the West. Thousands of acres of wasteland were turned into rich, productive agricultural fields by Chinese, and they constituted over half of the farm laborers in the 1880's.

"When the railroad was completed, Chinese began to enter other areas of employment: garment and footwear manufacturing, fishing, canneries, cigarmaking, land reclamation, agricultural work and construction, as well as domestic and service industries".

References for further reading

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969. pp. 30-64.

H. M. Lai and Philip Choy. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971. pp. 47-88.

Example 6

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The 1882 Chinese Exclusion Act is referred to without an explanation of the original provisions of the Act, the "token" modification of the law of 1942, the devastating consequences to the Chinese community in America, or the many other local, state and national laws which were created to victimize Chinese. This statement should be expanded to include a discussion of the following points.

"....the Act of 1882 stipulated the exclusion of Chinese laborers for a period of 10 years and denied Chinese in the U.S. the right to become naturalized citizens...Most texts also fail to report that the 1882 Act contravened the Burlingame Treaty of 1868. (In that treaty, China and the U.S. had pledged to allow free entry of one another's citizens to each country.)

"Subsequent acts extended the exclusion (of Chinese) until 1943. In that year the Magnuson Bill provided a token immigration quota of 100 and permitted the naturalization of Chinese immigrants. (Some assert that this action was a propaganda tool since the U.S. could not exclude Chinese while China was an ally in WW II.)

"Because most Chinese men had originally planned to return to China, they left their families behind. Therefore, exclusion resulted in predominantly male communities, husbands separated for years from wives and children, illegal practices to unite families and the delay of a major U.S. born generation of Chinese until the 1930's and 1940's. By 1890, there were 2,678 males for every 100 females in the Chinese population of 107,288. Many Chinese (mostly men) returned to China to be with their families and by 1920 there were only 61,639 Chinese left in the U.S. With this decline (plus some other factors) the ratio in 1920 was 695 males to 100 females. However, it was not until 1943, with amendments to the 1924 Quota Act and the repeal of the Exclusion Act, that a number of Chinese women entered the U.S. and the sex imbalance improved.

"Many texts note the 1882 Chinese Exclusion Act and ignore the other local, state and national laws created to victimize Chinese. Examples of such laws fall into three types:

> Immigration Legislation -- An Act to Prevent the Further Immigration of Chinese or Mongolians to this State (California), 1958; Scott Act, 1888 -- Chinese who left were forbidden to return to the U.S.; Geary Act, 1892 --extended 1888 immigration restrictions for another decade and required all Chinese laborers to carry certificates of residence; Act of April 29, 1904 -- extended exclusion indefinitely.
>
> Occupational Restriction Legislation -- Foreign Miners Tax, 1853 -- designed to drive Chinese from mining; San Francisco Anti-Ironing Ordinance, 1880 -- prohibited Chinese from ironing at night; California Fish and Game Act, 1893 -- prohibited use of Chinese fishing nets.

Punitive and Harassing Legislation -- San Francisco Queue Ordinance, 1875 -- shaving of queues in jail; San Francisco Cubic Air Laws, 1873 -- Chinese could be arrested for living in crowded rooms; Anti-Miscegenation Laws -- 14 states included Chinese in such laws.

References for further reading:

Betty Jung. "Chinese Immigrant Women", in Asian Women. Los Angeles Asian American Studies Center, University of California, October, 1975.

H. M. Lai and Philip Choy. A History of the Chinese in California. San Francisco: Lawton and Kennedy, 1969.

_____. Outlines: History of the Chinese in America. San Francisco: Chinese American Studies Group, 1971.

Rose Hum Lee. The Chinese in the United States of America. Hong Kong: Hong Kong University Press, 1960.

Stanford Lyman. Chinese Americans. New York: Random House, 1974. pp. 54-85, 86-118.

Victor and Brett DeBary Nee. Longtime California: A Documentary Study of an American Chinatown. New York: Pantheon, 1973.

C. T. Wu, ed. Chink. New York: Meridian Books, 1972. Reprints several of the anti-Chinese laws.

Connie Yu. "The Chinese in American Courts". Bulletin of Concerned Asian Scholars, Fall 1972.

Example 7

Is racial-ethnic bias present? Yes

Forms: Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The excerpt should be revised to correct the impression that most Japanese Americans left the camps after a year and that even while they were working to harvest crops, they left camps under armed guard and were returned in the evening. Points which should be included are given below.

"This book implies that only Nisei were in camps and that most left after a year. Approximately 47,000 Issei were also placed in the concentration camps. The only group allowed to leave the camps were 4,000 Nisei students sent to midwestern or eastern colleges. Temporary work releases were allowed for agricultural laborers. They left the camp under armed guard and most were returned each evening. Over 33,000 Nisei fought during WW II while their families and friends were behind barbed wire. Their unit suffered the highest casualties and won the most medals of any similar unit during the war".

References for further reading:

Maisie Conrat and Richard Conrat. Executive Order 9066. San Francisco: California Historical Society, 1972. Collection of photos taken during the camp years.

Roger Daniels. Concentration Camps USA: Japanese Americans and WW II. New York: Dryden Press (Holt, Rinehart and Winston), 1971. Includes a bibliography of readings on various aspects of the camps.

Jacobus ten Broek. Prejudice, War and the Constitution. Berkley: University of California Press, 1970. Scholarly book on the reasons for the camps.

Dorothy Thomas and Richard Nishimoto. The Spoilage: Japanese American Evacuation and Resettlement During WW II. Berkley: University of California Press, 1946.

Example 8

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity
Unreality

Comment and suggested revisions:

Although most Mexican Americans do live in the Southwest, large numbers are also found in Michigan, Minnesota, Illinois, Ohio, Washington, and other areas. The statement stereotypes Chicanos as Southwestern residents, tends to view their settlement through an Anglo perspective, and gives an unrealistic view of the residence patterns of Mexican Americans in our society.

References for further reading:

Rudolfo Acuna. Occupied America: The Chicano's Struggle Toward Liberation. New York: Harper and Row, 1972.

Leo Grebler, Joan W. Moore, Ralph Guzman. The Mexican-American People: The Nation's Second Largest Minority. New York: The Free press (Macmillan Co.), 1970.

Gilberto Lopez y Rivas. The Chicanos. New York: Monthly Review Press 1974.

Example 9

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity

Comment and suggested revisions:

The excerpt from the textbooks focuses only on the responses of American Indians to the invasion of their lands. Although the comment should be expanded, it would be improved if the statement were revised to read that the Iroquois were viewed by white settlers as fierce and warlike.

"Descriptions of Native Americans as 'warlike' must be treated with caution. Much of the available information on Native Americans was written by Europeans who naturally viewed those defending their lands and communities against invasion as warlike. Native American nations had many nonviolent, well-ordered processes for solving their international problems. While there were conflicts prior to the European invasion, they were generally for limited objectives rather than for total victory or conquest, and loss of life was minimal."

References for further reading:

John Collier. Indians of the Americas. New York: W. W. Norton and Co., 1947.

D. R. Wrone and R. S. Nelson. Who's the Savage? A Documentary History of the Mistreatment of the Native North Americans. New York: Fawcett, 1973.

Example 10

Is racial-ethnic balance present? Yes

Forms: Exclusion/Invisibility
Imbalance/Selectivity
Unreality

Comment and suggested revisions:

The phrase "vast and empty territory...was mostly unexplored" reflects only the perspective of whites. Native Americans and Spanish settlers had been settled in the area for centuries prior to the time of the Louisiana Purchase. This could be modified to read:

"Although the territory was unexplored by white settlers, it had been occupied for centuries by Native Americans and Spanish settlers".

Example 11

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Imbalance/Selectivity
Linguistic bias

Comment and suggested revisions:

The statement stereotypes all Puerto Ricans as having language difficulties, places the "blame" on Puerto Ricans for their deficiencies, and places blame on "other" children rather than dealing with the problems of educational curriculum for bilingual students.

A revision which would correct at least some aspects of the bias might be:

"The lot of young Puerto Ricans was especially difficult. In school they were handicapped by the failure of the schools to provide bilingual/bicultural education which would meet the needs of Puerto Rican students."

Other aspects which might be considered are given below.

"Textbooks frequently blame Puerto Ricans for their oppressed situation because they are 'unfamiliar with English'. This rationale is particularly used to explain the widespread miseducation of Puerto Rican children in U.S. schools. This text places additional blame on antagonism of the institutionalized racism in education which subordinates all third world students. The fact that Puerto Ricans have the highest dropout rate in New York schools is not a result of their language. It is the failure of the schools to provide bilingual/bicultural instructions and materials, to hire adequate number of Puerto Rican staff, to involve the parents in development of educational programs to serve the community, and to provide curriculum relevant to the needs and struggles of the students. Disproportionate numbers of Puerto Rican students thus join the pool of surplus labor, with training for nothing more than the lowest paid work.

"While most Puerto Ricans recognize the need to learn English in order to survive in the U.S., it is clear their

national right as well as their democratic right to speak their own country's language and to have the governmental institutions that are supposed to 'serve them' respect that language."

References for further reading:

Illinois State Advisory Committee of the U.S. Civil Rights Commission. Bilingual/Bicultural Education: A Privilege or a Right?

Antonia Pantoja, Barbara Blourock, and James Bowman, (eds.). Indices of Slavery: Cultural Pluralism Redefined. Lincoln, Nebraska: University of Nebraska, 1975.

Council of Interracial Books. "New Study Confirms Educational Slaughter of Puerto Rican Children". Bulletin of Interracial Books for Children, Vol. 4, Nos. 1 and 2. New York: 1841 Broadway, New York, New York 10023.

Annette T. Rubenstein (ed.). Schools Against Children: The Case For Community Control. New York: Monthly Review Press, 1970.

U.S. Civil Rights Commission. A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publications No. 51, May 1975.

Example 12

Is racial-ethnic bias present? Yes

Forms: Stereotyping
Unreality

Comment and suggested revisions:

The statement overlooks the efforts of many Black persons to learn to read and write and to develop informal education systems. A revision might include "Although it was against the law for white persons to teach slaves to learn to read or write, many Black persons did learn these skills and teach others".

Other information which might be added includes the following:

"While education of slaves by white people was illegal, many people held in bondage did manage to learn. Textbooks generally tell us of Fredrick Douglass, but no text tells the incredible story of Milla Granson who was taught to read by her owner's children. Later, when sold to a different owner, she secretly taught 12 people at a time from 11 p.m. until 2 a.m. each night for seven years. She graduated hundreds of students, many of whom later escaped to Canada. The legislature of Louisiana, learning of her work, debated the legality of a slave teaching slaves. Milla Granson was just one of many, many slave women who did whatever they could to subvert the control of the slaveholder.

"Though Sojourner Truth's work for abolition and women's suffrage is mentioned in some texts, her successful struggle for one of her 14 children and her remarkable battle against Jim Crow seating in trolley cars are never included."

References for further reading:

Gerda Lerner. Black Women in White America: A Documentary History. New York: Vintage, 1973.

APPENDIX F

A NEW SCHOOL FOR TAIHARURU: SAMPLE CONTENT ANALYSIS/CRITICAL READING: ANSWER SHEET

Textbook Name _____ Author(s) _____

Story Name A New School for Taiharuru Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1. Character		2. Age/Sex Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped? Yes	No		5. Workrole(s) Outside Home	Were they stereotyped? Yes	No
Andrew				X		Polynesian		X	Competent		X		Pounded coral	X	
									Obedient	X			Climbed palms & cut branches	X	
									Respectful	X					
									Dull	X					
									Follower		X		Helped women fish		X
American		X				U.S.A.	X		Alert	X			Supervisor	X	
									Competent	X			Teacher	X	
									Friendly		X		Planner	X	
									Leader	X					
									Respectful		X				
									Generous	X					
Thomas		X				Polynesian		X	Leader		X				
									Obedient	X			Conferred with Americans		X
									Follower	X					
									Respectful	X					

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1. Character		2. Age/Sex Adult M	Adult F	Child M	Child F	3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped? Yes	No		5. Workrole(s) Outside Home	Were they stereotyped? Yes	No
Esther			X			Polynesian		X	Competent		X		Cast fish nets	X	
									Dull	X			Sold fish		X
									Obedient	X			Assembled palm branches	X	
Chief		X				Polynesian		X	Leader	X			Conferred with Americans	X	
									Generous		X		Directed his people	X	
									Follower		X				
									Respectful		X				
Natives		X	X	X		Polynesian		X	Followers	X			Male:		
									Friendly	X			Builders	X	
									Competent		X		Climbed trees	X	
									Respectful	X			Divers	X	
									Generous	X			Cut branches	X	
									Dependent	X			Stone haulers	X	
													Stone cutters	X	

Textbook Name _____ Author(s) _____

Story Name _____ Page Numbers _____

Critical Reading by: Sara Zimet Workrole Educational Psychologist

1. Character		2. Age/Sex				3. Cultural/ National Identity	Dominant	Minority	4. Trait(s)	Were they stereotyped?			5. Workrole(s) Outside Home	Were they stereotyped?	
		Adult		Child											
		M	F	M	F					Yes	No			Yes	No
													Male:		
													Pounded coral	X	
													Tree cutters	X	
													Diggers	X	
													Helped women		X
													Female:		
													Fished	X	
													Assembled branches	X	
													Sold fish		X

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to others				9. Derogatory Statement(s) about Character		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patronizing	Neutral	Positive	Negative	Patronizing	Neutral	Yes	No	Yes	No
None indicated	X					X				X		X	X	
Not applicable			X				X		X			X		X
Gave comments and directions	X					X	X			X		X	X	

CRITICAL READING RECORD

Publisher _____ Copyright Date _____

Age 44 Sex Female Cultural Identity White - Jewish

6. Workrole(s) Inside Home	Were they stereotyped?		7. Attitude of others to Character				8. Attitude of Character to others				9. Derogatory Statement(s) about Character		10. Given Inferior Status?	
	Yes	No	Positive	Negative	Patroni-zing	Neutral	Positive	Negative	Patroni-zing	Neutral	Yes	No	Yes	No
Cleaned and washed	X					X	X					X	X	
Prepared and served food	X													
None indicated	X					X	X		X	X		X		X
Not applicable			X			X	X					X	X	

11.

CONCLUSION

	Sex Bias				Race Bias			
	Yes		No		Yes		No	
	M	F	M	F	Dom.	Min.	Dom.	Min.
Andrew	X					X		
American	X				X			
Thomas	X					X		

CONCLUDING STATEMENT:

11.

CONCLUSION

	Sex Bias				Race Bias			
	Yes		No		Yes		No	
	M	F	M	F	Dom.	Min.	Dom.	Min.
Esther		X				X		
Chief	X					X		
Natives - Male	X					X		
Natives - Female		X				X		

CONCLUDING STATEMENT:

CONCLUDING STATEMENT

All the characters are portrayed in stereotypical roles relating to national, racial and sex role bias. Whereas all the characters carried out their roles very competently, there is still a sharp contrast between what the "tall American" knows and can do and the skills of the natives, offering a patronizing quality to the relationship. One would expect to find clear cut sex roles enacted in a village on a small island in the Pacific. On the other hand, the fact that the last reigning monarch of Hawaii was a Queen offers the opportunity to minimize the portrayal of stereotyped roles in this kind of setting. The fact that girls were omitted entirely from this story is a curious matter in view of the fact that the actions described were to have involved all the villagers, according to both the opening paragraph of the story as well as the statement, "The boys even helped the women in netcasting."

APPENDIX

G

DISTINGUISHING BETWEEN SEX- AND RACE-BIASED AND NONBIASED MATERIALS: ANSWER SHEET

Example 1

Sex-Affirmative

Example 2

Race-Fair and Sex-Biased

Example 3

Race-Biased and Sex-Biased

Example 4

Race-Affirmative and Sex-Affirmative

Example 5

Sex-Affirmative

Example 6

Race-Affirmative and Sex-Affirmative

Example 7

Sex-Affirmative

Example 8

Sex-Fair and Race-Fair

APPENDIX H

ATTITUDE SURVEYS AND EVALUATION TOOLS FOR THE CLASSROOM ENVIRONMENT

Assessment Tool for Nonsexist Textbooks and Materials

Criteria for Selection	Publishers									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Illustrations										
1. The number of males and females portrayed is about equal										
2. The number of males and females shown in nontraditional roles is about equal										
Language										
1. The use of the pronouns he and she have been changed to "students", "they" or other plurals										
2. Word substitutions have been used such as humanity for man or firefighter for firemen										
Images										
1. Are single parent families, families with working mothers and extended families shown in approximate proportion to their actual occurrence in the population?										
2. Do single people with satisfying lives and work, including mothers or fathers who may have been widowed or divorced, appear in the stories?										

Assessment Tool for Nonsexist Textbooks and Materials

Criteria for Selection	Publishers									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
3. Are women and girls shown solving problems independent of male assistance?										
4. Are women and girls shown working and playing together in groups?										
5. Are females shown earning money? awards?										
6. Are boys sometimes shown enjoying musical instruments, visiting art galleries, maybe stroking a kitten rather than rough housing with a dog?										
7. Are males sometimes responsible for housework?										
8. Are their hobbies sometimes crafts such as weaving and ceramics?										
Content										
1. Is information about women's achievements and the ways events and situations affect women integrated with the same kind of information about men rather than shunted off to a separate section?										

Assessment Tool for Nonsexist Textbooks and Materials

Criteria for Selection	Publishers									
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
2. Are praiseworthy traits -- strength, compassion, initiative, warmth, perceptiveness, resourcefulness, courage -- treated as human rather than "masculine" or "feminine"?										
3. Are women and girls as well as boys and men the leading characters in stories and biographies?										
4. Do the books refrain from ridiculing or insulting either sex?										
Evaluation Results For a percentage score, total the checks for each column. Add the yes and no totals. Then compute percentages.										

Sex Equality Attitude Survey

The purpose of this survey is to give participants a chance to react to certain questions and situations then compare those reactions with others and discuss your reasons for your choices. Put an "X" in the proper blank or write in the answer where necessary.

1. If women and men achieve full equality, how do you think it will affect men?

   ____a) Men will gain much more than they lose
   ____b) Men will gain and lose about an equal amount
   ____c) Men will have to sacrifice more than they gain
   ____d) It will not really affect men

2. If you were to give your wife or husband a subscription to three magazines for her/his birthday, which three would you choose?

a.	McCall's	h.	U.S. News & World Report
b.	Better Homes & Gardens	i.	Newsweek or Time
c.	Ladies' Home Journal	j.	Ramparts
d.	Cosmopolitan	k.	Ms.
e.	Playboy	l.	New Republic
f.	Reader's Digest	m.	National Review
g.	Saturday Review	n.	Fortune
		o.	Business Week

Choices are: 1. _____ 2. _____

3. _____

Which three magazines would you choose for yourself?

1. _____ 2. _____

3. _____

3. For an attractive woman with whom you are well acquainted, do you consider any of the following references to her offensive? Answer Yes or No.

_____	_____	a) Lady	_____	_____	d) Girl
_____	_____	b) Doll	_____	_____	e) Honey
_____	_____	c) Chick	_____	_____	f) Broad

4. When a pre-teenage girl says, "Daddy, I want to become a nurse," and a boy says, "I want to be an engineer," do you think these are examples of:

_____a) The basic difference in direction that boys and girls pretty naturally take
_____b) A result of parental and peer group influence (socialization)
_____c) Combination of a and b
_____d) Neither

5. Mr. and Ms. A. are both working in careers that provide satisfaction and opportunity for personal growth. They are separately offered jobs in different cities that would greatly advance their careers. What is their best solution?

_____a) Stay put
_____b) Mr. A. takes new job, wife follows
_____c) Ms. A. takes new job, husband follows
_____d) One partner takes the new job, decided by lot
_____e) Separate, each taking the job each wants, and sees what happens
_____f) another solution: _____.

6. The last two times you and your spouse (or date) went to a social event together, who drove the car?

_____a) The male both times
_____b) The female both times
_____c) Once each

7. It is your son's sixth birthday. How do you feel about giving him a doll?

Good	Not so Good	Embarrassed
_____	_____	_____

8. You are just arriving at a party. Four or five men are gathered in one corner and four or five women are gathered in another. Toward which group are you most likely to drift? ___Men ___Women

9. How would you see yourself displaying the following qualities?

Seldom -- 1 point Occasionally -- 2 points

Frequently -- 3 points Usually -- 4 points

Aggressive	_____	Sensitive	_____
Independent	_____	Warm	_____
Objective	_____	Empathic	_____
Outspoken	_____	Listening	_____
Assertive	_____	Supportive	_____
Competitive	_____	Gentle	_____
Ambitious	_____	Vulnerable	_____
Athletic	_____	Emotional	_____
Experimenting	_____	Modest	_____

Total your points. Is the difference greater than 10?

10. Your daughter tells you that she has chosen a career in the U.S. Army. Would you:

_____a) Tell her that it will be tough to make it in a traditionally male organization
_____b) Congratulate her on her pioneering instinct
_____c) Explore her decision in a supportive way, as you would any other career choice

11. Do you feel less respect for a man if his wife makes more money than he does?

_____a) Yes _____b) No

12. For men: If your wife were offered a high level position that she wanted badly, would you:

_____a) Encourage her to take it
_____b) Allow her to take it as long as the housework still got done
_____c) Offer to share the housework and child-raising responsibilities
_____d) A and c

13. For women: If your husband announced that he wished to take a year away from his job in order to travel, study and spend time with the children, would you:

_____a) Support the idea wholeheartedly
_____b) Think he was risking loss of respect in the eyes of his colleagues
_____c) Feel that it's a good idea but too impractical.
_____d) Resent having to support him
_____e) Remind him that a man's place is in the working world.

14. Do you believe that it is impossible for a single person to have as happy and fulfilling life as a married person?
_____Yes _____No

15. Do you believe that girls are more vulnerable than boys when playing in contact sports?
_____Yes _____No

16. Do you believe that housewives are less subject to depression than career women?
_____Yes _____No

Evaluating Sexism in Your School

Census of the School Population

Board of Education:

How many members are men? _____
How many officers are men? _____

How many members are women? _____
How many officers are women? _____

Superintendent's Office:

How many personnel are women? _____
How many nonadministrators are women? _____

How many personnel are men? _____
How many nonadministrators are men? _____

Schools:

How many teachers are women? _____
How many administrators are women? _____
How many supervisory personnel are women? _____
How many nonteaching staff are women? _____

How many teachers are men? _____
How many administrators are men? _____
How many supervisory personnel are men? _____

Are the statistics compiled satisfactory for you?

_____Yes _____No

What specific actions are needed to meet your perception of needs?

What, if any, actions are being taken?

Curriculum

1. Are playground groups sex segregated? -- by regulation? _____Yes _____No

2. Is the human reproductive system included in science courses? _____Yes _____No

3. Do graphics, pictures and other audio-visuals present men at home in the
   child caring roles? _____Yes _____No
   cooking roles? _____Yes _____No
   cleaning roles? _____Yes _____No

4. Do graphics, pictures and other audio-visual materials present women in
   other than child caring roles? _____Yes _____No
   other than cooking roles _____Yes _____No
   other than cleaning roles _____Yes _____No

5. Are women presented in occupational roles
   other than the home? _____Yes _____No
   other than nursing? _____Yes _____No
   other than secretary? _____Yes _____No
   other than clerk? _____Yes _____No

6. Are courses in women's studies included in the
   curriculum? _____Yes _____No
   middle school? _____Yes _____No
   senior high school? _____Yes _____No

Curriculum Department

1. Have members of the curriculum department staff developed curricula which avoids negative sex role stereotypes? _____Yes _____No

2. Have curriculum development staff and teachers identified resources to assist in developing such curricula?
   _____Yes _____No

In-Service Training

1. Have provisions been made for staff to obtain information regarding sex role stereotypes and their implications throughout the school system?
   _____Yes _____No

2. Have provisions been made for men and women to obtain special training for supervisory and management positions? _____Yes _____No
   If so, do women actively participate in them?
   _____Yes _____No

School Personnel

1. Are classroom activities arranged on the basis of sex? _____Yes _____No

2. Are instructional and recreational games assigned on the basis of sex? _____Yes _____No

3. Do teachers use different methods of reward and punishment for girls and boys? _____Yes _____No

4. Does the principal use different methods of reward and punishment for girls and boys?
   _____Yes _____No

5. Do teachers describe and prescribe behavior on the basis of sex, e.g., "Why don't the girls bake cookies?" "Girls don't push and shove".
   _____Yes _____No

6. Do teachers have different expectations for boys and girls, e.g., grades, passivity, discipline problems?
   _____Yes _____No

7. Are counselors available for all students at the student's request? _____Yes _____No

8. Are boys or girls referred to the counselor more often? _____boys _____girls

9. Are problems other than disruptive behavior referred to the counselors? _____Yes _____No

10. Is the school using career materials which do not track boys and girls into careers by sex?
_____Yes _____No

11. Do school counselors describe or prescribe career opportunities by sex, e.g., girls with science interests are counseled into nursing and boys into medical schools? _____Yes _____No

12. Do school counselors differentiate college recommendations on the basis of sex, e.g., girls go to business school and perhaps to college later?
_____Yes _____No

APPENDIX

I

GLOSSARY OF TERMS RELATING TO CONTRACTS AND GRANTS

ACCOUNTABILITY: Responsibility for a specified performance, outcome and result.

AUTHORIZATION: Basic substantive legislation enacted by Congress which sets up a federal program or agency. Such legislation sometimes sets limits on the amount that can subsequently be appropriated but does not usually provide budget authority.

AWARDS, METHODS OF: (a) OPEN-BID: Request for Proposal (RFP) or prospectus is publicly announced and/or distributed. Respondents submit "solicited" proposal (see definition below). (2) SOLE SOURCE AWARD: A non-competitive offer to submit a proposal, made by the funding source to a uniquely qualified individual or organization (solicited proposal results). (3) REQUEST FOR QUALIFIED SOURCES: Offers are sent to previously identified individuals or organizations to submit proposal (solicited proposal).

BUDGET: The estimated cost of performance of the project as set forth in the Notification of Grant Award or contract.

BUDGET AUTHORITY (APPROPRIATION): Authority provided by Congress which allows federal agencies to incur obligations to spend or lend money. The budget authority appropriated for a fiscal year is sometimes more than the obligations of outlays within that year due to the long-range nature of some programs (particularly construction projects). There may be unspent budget authority carried over from prior years earmarked for specified purposes. This money is not available for new programs.

CONTRACT: The procurement of a service to perform a specific activity where the funding source (federal agency) has already identified a need, has determined the type of program needed to meet this need, has described the actual format for the service or activity desired, has determined the expected outcomes for the project, has selected an acceptable cost range and knows the length of time required to complete the program. The funding agency exerts management control over the recipient. (Many federal agencies blur the distinction between a contract and a grant--see "grants" below.)

CONTRACTS, TYPES OF: (a) COST PLUS FIXED FEE: specified the specific fee for performance, plus specified allowable additional costs; i.e., overhead, travel, etc. (2) FIXED PRICE (OR FIXED FEE): Guarantees specified payment for performance of specified tasks within a specified period of time. (3) GUARANTEED PERFORMANCE: grantee (contractor) guarantees the results of his services (or activities or program) in specific behavioral terms. Payment is made only if results are met. (4) RETAINER: minimum fee established for minimal services--usually designated by number of man-hours or man-days within a specified period of time. Additional time demands require separate contract negotiations. (5) OPEN-ENDED: like a fixed fee contract--the difference being that further related activities, as yet unspecified, are anticipated. Usually entered into in exploratory stage of an idea, to determine whether further work is needed (pre-feasibility studies). If additional work is undertaken, a new contract is negotiated, usually on a "sole source" basis. (6) COST REIMBURSABLE: contract issued on basis of estimated costs; final payment is based on costs actually incurred, usually not to exceed dollar amount of contract.

EVALUATION: An appraisal of an activity seeking to measure the extent to which the activity or program attained the objectives set forth. (1) DESCRIPTIVE: describes the situation or program as it appears at a given point in time, rather than attempting to establish cause. (2) FORMATIVE: starts with establishing the objectives of the activity; continues during the entire course of the activity, providing ongoing data (feedback) for decision-making, including revision of the objectives initially established. (3) EXTERNAL: (sometimes defined as "third party") conducted by individuals who are not directly involved in the process, procedure or program being evaluated. (4) INTERNAL: the process used by personnel responsible for the operation of a program to determine the degree to which it has fulfilled its stated objectives.

FISCAL YEAR (FY): Year running from July 1 to June 30 and designated by the calendar year in which it ends. For example, FY74 covers the period July 1, 1973--June 30, 1974. (In process of transition from July 1 to October 1, to end September 30 will eventually apply to all federal grants.)

GRANT (CONTRACT) PERIOD: The period of time specified in the Notification of Grant Award or contract award during which costs may be charged against the grant or contract.

GRANTEE (CONTRACTOR): The agency, institution or organization named in the grant or contract as the recipient.

GRANTS: A formal gift of money executed for a designated purpose (usually experimental, research or demonstration), where all the factors related to "contracts" (need, format, outcomes, costs, time) are not fully determined. Often, the idea for the grant is proposed by the agency or individual writing the proposal. The grantee has management control over the use of the funds, the methods to be used and a more flexible timetable. (Many federal agencies blur the distinction between a grant and a contract--see "Contracts" above.)

GRANTS OR CONTRACTS OFFICER: The federal agency employee who is authorized to execute and is responsible for the administration of the grant or contract on behalf of the government. She/he is the only person authorized to approve amendments to the contract or grant; such authorizations are effective and binding only when in writing.

GUIDELINES: Following publication of "priorities" in the Federal Register, each agency re-publishes those priorities in the form of detailed "Guidelines" for use by institutions or organizations in applying for funds. (See "priorities" below.)

INDIRECT COSTS (OVERHEAD): These are REAL costs, defined as general expenses necessary for project operation, which are difficult to itemize on a project-by-project basis; such as business office services, physical plant operation and library.

LETTER OF INTENT: Sometimes required by an agency before they will accept a complete proposal document. This letter usually contains a description of the proposed project, an estimated budget and information on the applicant. The purpose of this requirement is to allow the funding source to screen out ineligible applicants or projects not consistent with the programs' priorities and format. This screening saves considerable time for both the federal agency and the group planning to submit a proposal. In some cases, the federal agency also wishes

to determine in advance the number of completed proposals they can anticipate and thus do some preliminary planning about the use of their own personnel and funds. In addition, such a letter guarantees the funding source an opportunity to make comments and suggestions on a program idea before a completed application is submitted.

MANAGEMENT PROCESSES: Once a contract or grant has been awarded, the receiving agency is responsible for effective and efficient program and fiscal management. Management processes are the means by which management of the overall project is carried out, and includes planning, operation, fiscal administration, decision making, evaluating, and staff descriptions, recruiting and selection.

MATCHING CONTRIBUTIONS: Cash contributions or "in kind" support (travel costs, personnel services, overhead, space) provided by the grantee in support of the project. The required extent of this participation is set by the funding agency, usually as a percentage of the funds provided by the sponsor.

NEEDS ASSESSMENT: A survey and analysis of needs for the proposed program might include: (1) symptoms; (2) causes; (3) description of population; (4) related research; (5) attempted solutions; (6) capability of the institutions to implement and/or continue the activity.

OBLIGATIONS: Commitment made by federal agencies (or other organizations) to pay out money for projects, services or other purposes--as distinct from the actual payments. Obligations incurred may not be larger than the budget authority (appropriation) or grant award.

OUTLAYS (EXPENDITURES): All payments made during the fiscal year.

PRIORITIES: Each federal agency develops annual program plans which include objectives and primary areas of emphasis. These areas of emphasis are called priorities and the agency awards contracts or grants for projects which most closely relate to those priorities. Each federal agency must publish, in the Federal Register, the priorities for its programs; included will be a statement of its general interest, the specific population to be served, the deadline for applications and the type of proposal document to be submitted. (See also "Guidelines" above.)

PROJECT DIRECTOR (PRINCIPAL INVESTIGATOR): The person responsible for directing and managing the project or the grantee (contractor).

PROJECT OFFICER: The federal agency employee who is responsible for the technical (content, program) monitoring of the project of the grantee (contractor) as representative of the grants (contract) officer. (See "Grants or Contract Officer" above.)

PROPOSALS: (1) RFP (REQUEST FOR PROPOSAL): Lists the types of qualifications needed, gives details on the program to be funded and specifies the types of information interested institutions must submit in order to be considered for the award. (If you want to get RFP's from specific agencies, call the Procurement Office of that agency and ask for a "Bidder's Mailing List Application," Form 129). (2) SOLICITED: Requested by the funding source because it has originated the program idea or because the proposed subject is consistent with its major program priorities. (See "Awards" above.) (3) UNSOLICITED: Idea for the program originates with the submitting agency. It may or may not be relevant to the priorities of the potential source of support. (See "Priorities" above.)

SPONSORED PROJECT: A specific activity or program financed by funds other than those of the regular budget of the agency administering the project. Usually this means programs financed through awards from federal agencies or private foundations.

STAFF: Personnel of an organization, from professional to custodial, who have assigned functions to carry out the purposes and objectives of the program.

SUPPLEMENTAL FUNDS (COST SHARING): Participation by the grantee in the costs of the project. (See "Matching Contributions" above.)

TERMS AND CONDITIONS: Document(s) incorporated in every contract or grant which set forth the specific federal laws and regulations which govern performance and administration of the project. Usually included are paragraphs relating to: project scope, cost limitations, accounts and records, payment procedures, reports, printing and duplicating, termination, application of state and local laws and institutional procedures, copyright and publication, patent rights, travel, equipment, sub-contracting,

health and safety standards, compensation, labor standards, equal employment, consultants, clearance for forms, investment and grant related income, changes in key personnel, animal care, and so forth. Some items are special and unique to a particular project; most items are general and apply to all contracts/grants.

APPENDIX

J

SOURCES OF FUNDING — EXAMPLES OF DEPARTMENT OF EDUCATION FUNDS

The Federal Government is a major source of financial support and technical assistance to the nation's schools chiefly through the U.S. Department of Education (ED). ED administers programs covering virtually every level and aspect of education. These programs and the fiscal year 1977 funds appropriated by Congress in support of them are listed below. Any information regarding these funds may be obtained from U.S. Department of Education, Region 8, 1961 Stout Street, Denver, Colorado 80294.

TYPE OF ASSISTANCE	PURPOSE
GROUP 1: TO INSTITUTIONS, AGENCIES AND ORGANIZATIONS	
PART A - For Elementary and Secondary Education Programs	
Bilingual education basic programs (OMB Cat. No. 13403)	To develop and operate programs for children ages 3-18 with limited English speaking ability
Bilingual education support services (OMB Cat. No. 13403)	To operate regional centers programs assistance to bilingual education teachers in local districts (training resource centers), develop bilingual curriculum materials (material development centers), or evaluating and printing such materials (assessment dissemination centers)
Community schools (OMB Cat. No. 12563)	To assist state and local education agencies in establishing community schools to train personnel to plan and operate community education programs

TYPE OF ASSISTANCE	PURPOSE
Education and the Arts (OMB Cat. No. 13566)	To encourage the education programs at elementary and secondary levels
Education innovation and support (OMB Cat. No. 13571)	To improve leadership resources of state and local education agencies; to support innovative and exemplary projects, nutrition and health service and dropout prevention
Ethnic Heritage Studies (OMB Cat. No. 13549)	To develop intercultural understanding among individuals living in a pluralistic society, to promote mutual understanding among various U.S. ethnic groups
Education and the Arts (OMB Cat. No. 13566)	To encourage the education programs at elementary and secondary levels.
Education innovation and support (OMB Cat. No. 13571)	To improve leadership resources of state and local education agencies; to support innovative and exemplary projects, nutrition and health service and dropout prevention
Ethnic Heritage Studies (OMB Cat. No. 13549)	To develop intercultural understanding among individuals living in a pluralistic society, to promote mutual understanding among various U.S. ethnic groups
Follow Through (OMB Cat. No. 13433)	To extend into primary grades educational gains made by deprived children in Head Start or similar preschool programs
Incentive grants (OMB Cat. No. 13512)	To encourage greater state and local expenditures for education

TYPE OF ASSISTANCE	PURPOSE
Indian education (OMB Cat. No. 13534)	To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12
Indian education (OMB Cat. No. 13551)	To provide special elementary and secondary school programs meeting the special educational needs of Indian students
Indian education-special programs and projects (OMB Cat. No. 13535)	To provide exemplary and demonstration programs for improving educational opportunities for Indian children
Metric education (OMB Cat. No. 13561)	To encourage education agencies to prepare students for the metric system of measurement
Programs for children in state institutions for the neglected and delinquent (OMB Cat. No. 13431)	To improve the education of delinquent and neglected children in state institutions
Programs for disadvantaged children (OMB Cat. No. 13428)	To meet the educational needs of deprived children
Programs for migratory children (OMB Cat. No. 13429)	To meet the educational needs of migrant farm workers
Special assistance to refugees from Laos, Cambodia and Vietnam (OMB Cat. No. 13769)	To assist refugees from Laos, Cambodia and Vietnam
State administration of ESEA Title I programs (OMB Cat. No. 13430)	To strengthen administration of ESEA, Title I
Right to Read (OMB Cat. No. 13533)	To stimulate institutions, government agencies and

TYPE OF ASSISTANCE	PURPOSE
	private organizations to improve and expand reading related activities for children, youths and adults
School maintenance and operation (OMB Cat. No. 13478)	To aid school districts on which federal activities or disasters have placed a financial burden
State equalization grants (OMB Cat. No. 13572)	To reimburse states for costs incurred in the development for administration of a plan for equalization of state and local school finances with primary purpose to achieve equality of opportunity for all children
Women's educational equity (OMB Cat. No. 13565)	To support development and implementation of capacity building programs contributing to women's educational equity and having a possible national impact
PART B - For Strengthening Organizational Resources	
Alcohol and drug abuse education programs (OMB Cat. No. 13420)	To organize and train alcohol and drug education leadership teams at state and local levels; to develop programs and leadership to combat causes of alcohol and drug abuse
Bilingual education technical assistance coordination (OMB Cat. No. 13403)	To provide technical assistance to local education agencies operating Title VII Basic Programs and to coordinate bilingual programs within the state
Education broadcasting facilities (OMB Cat. No. 13413)	To aid in the acquisition and installation of broadcast equipment for educational radio and TV

TYPE OF ASSISTANCE	PURPOSE
Educational television programming (OMB Cat. No. 13541)	To fund development and dissemination of educational television programs
Interlibrary cooperation (OMB Cat. No. 13465)	To establish and operate cooperative networks of libraries
Library and learning resources (OMB Cat. No. 13570)	To help provide school library resources, textbooks, and other instructional materials, instructional equipment, minor remodeling, testing, counseling and guidance services in elementary and secondary schools
Library services (OMB Cat. No. 13464)	To extend and improve public library services and institutional library services to populations unserved or inadequately served
Projects in environmental education (OMB Cat. No. 13522)	To develop environmental and ecological awareness and problem solving skills through education programs conducted by formal and nonformal educational organizations and institutions
PART C - For Postsecondary Education Programs	
Basic institutional development (OMB Cat. No. 13454)	To provide partial support for for cooperative arrangements between developing and established institutions
Advanced institutional development (OMB Cat. No. 13454)	To assist selected developing institutions enter the mainstream of higher education
Bilingual education stipends and institutional assistance (OMB Cat. No. 13403)	To train teachers, administrators and others working with bilingual education programs, to recruit faculty and en-

TYPE OF ASSISTANCE	PURPOSE
	courage reforms and improvements in bilingual education curriculums at the undergraduate and graduate levels
College library resources (OMB Cat. No. 13406)	To strengthen postsecondary library resources
College Work Study (OMB Cat. No. 13464)	To stimulate and promote part-time employment of needy postsecondary students
Community service and continuing education programs (OMB Cat. No. 13491)	To strengthen higher education capabilities for helping communities solve their problems and to bring continuing education opportunities to adults
Cooperative education programs (OMB Cat. No. 13515)	To support planning and implementation of programs alternating periods of academic study and public or private employment
Cuban student loans (OMB Cat. No. 13409)	To provide a loan fund to aid Cuban refugee students
Educational opportunity centers (OMB Cat. No. 13543)	To operate centers assisting low income persons desiring to pursue a program of postsecondary education
Endowments to agriculture and mechanic arts colleges (OMB Cat. No. 13453)	To support instruction in agriculture and mechanic arts in land grant colleges
Improvement of postsecondary education (OMB Cat No. 13925)	To aid postsecondary education reforms in curriculum development, teaching and administration

TYPE OF ASSISTANCE	PURPOSE
National Direct Student Loan Program (OMB Cat. Nos. 13469-470-471)	To help set up funds at higher education institutions for making low-interest loans to graduate and undergraduate students attending at least half time
National teaching fellowships and professors emeriti (OMB Cat. No. 13454)	To strengthen teaching resoures of developing institutions
State planning commissions (OMB Cat. No. 13550)	To develop statewide comprehensive planning for postsecondary education
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for grants to needy students or to develop such grant programs where they do not exist (grants are on a matching 50-50 basis)
Student special services (OMB Cat. No. 13482)	To assist low income and handicapped students to complete postsecondary education
Supplemental education opportunity grants (OMB Cat. No. 13418)	To assist students of exceptional financial need to pursue a postsecondary education
Talent Search (OMB Cat. No. 13488)	To help identify and encourage promising students to complete high school and pursue postsecondary education
Upward Bound (OMB Cat. No. 13492)	To motivate young people with low income backgrounds and inadequate high shool preparation to enter postsecondary training

TYPE OF ASSISTANCE	PURPOSE
Veterans cost of instruction (OMB Cat. No. 13540)	To encourage recruitment and counseling of veterans by postsecondary education institutions
PART D - For the Education of the Handicapped	
Deaf-blind centers (OMB Cat. No. 13445)	To provide specialized intensive educational and therapeutic services to deaf-blind children and their families through regional centers
Early education for handicapped children (OMB Cat. No. 13444)	To aid state and local education agencies developing model preschool and early education programs for handicapped children
Gifted and talented children (OMB Cat. No. 13652)	To develop programs for gifted and talented children and to train teachers and leadership personnel for these children
Information and recruitment (OMB Cat. No. 13452)	To encourage recruitment of educational personnel into special education, to disseminate information, to provide referral services for parents of handicapped children
Media services and captioned film loan program-centers (OMB Cat. No. 13446)	To advance the handicapped through film and other media including a captioned film loan service for cultural educational and vocational enrichment of the deaf
Media services and captioned film loan program-centers (OMB Cat. No. 13446)	To establish and operate a system of centers on educational media for the handicapped

TYPE OF ASSISTANCE	PURPOSE
Media services and captioned film loan program-research (OMB Cat. No. 13446)	To contract for research into the use of educational and training films and other media for the handicapped and for production and distribution
Programs for children with specific learning disabilities (OMB Cat. No. 13520)	To provide for research and training and establishment of centers for the early identification of children with learning disabilities
Programs for the handicapped-aid to states (OMB Cat. No. 13449)	To assist in initiation, expansion and improvement of programs and projects for the handicapped at preschool, elementary and secondary levels through grants to state and outlying areas
Programs for the handicapped in state supported schools (OMB Cat. No. 13427)	To strengthen programs for children in state supported schools
Personnel training for the education of the handicapped (OMB Cat. No. 13451)	To prepare and inform teachers and others who educate handicapped children and to ensure an adequate supply of personnel in this area through preservice and inservice training
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel to work with the handicapped
Regional education programs for the handicapped (OMB Cat. No. 13560)	To make grants or contracts to publicly supported educational institutions to develop and operate special educational programs at vocational, technical, postsecondary or adult levels for deaf or other handicapped persons

TYPE OF ASSISTANCE	PURPOSE
Handicapped regional resource centers (OMB Cat. No. 13450)	To establish regional resource centers that advise and offer technical services to educators for improving education of handicapped children
Severely handicapped projects (OMB Cat. No. 13568)	To meet education and training needs of severely handicapped children and youths by helping them become as independent as possible
Supplementary educational centers and services, guidance, counseling and testing for the handicapped (OMB Cat. No. 13519)	To provide vitally needed educational services in support of local innovative and exemplary projects in guidance, counseling and testing
PART E - For Developing and Strengthening International Studies Program	
Consultant services of foreign curriculum specialists (OMB Cat. No. 13439)	To bring foreign resource persons to the U.S. to assist in developing language and area programs pertinent to their home regions
Group projects abroad for non-Western language and area studies (OMB Cat. No. 13440)	To train U.S. education personnel abroad in language and international studies, to develop comprehensive language programs for U.S. institutions
International studies centers (OMB Cat. No. 13435)	To upgrade training resources at Centers for International Studies including foreign language and area studies
International studies programs, graduate and undergraduate (OMB Cat. No. 13435)	To encourage international studies resources at the graduate and undergraduate levels

TYPE OF ASSISTANCE	PURPOSE
PART F - For Occupational Adult, Vocational and Career Education	
Adult Education (OMB Cat. No. 13400)	To provide adult basic education programs up to 12th grade competency
Bilingual vocational training (OMB Cat. No. 13400)	To assist in conducting bilingual vocational training programs and to make them available to everyone needing them
Career Education (OMB Cat. No. 13554)	To demonstrate effective methods and techniques in career education, to develop exemplary models and to enable state education agencies to plan for career education
Consumer and homemaking education (OMB Cat. No. 13494)	To help states conduct training programs in consumer and homemaking education, especially in economically depressed or high unemployment areas
Cooperative education for vocational students (OMB Cat. No. 13495)	To help states conduct vocational education programs of cooperative workstudy arrangements
Indian education (OMB Cat. No. 13536)	To provide adult basic education and GED programs for Indian adults
Vocational education-basic programs (OMB Cat. No. 13493)	To maintain, extend and improve vocational education programs to develop programs in new occupations
Vocational programs for persons with special needs (OMB Cat. No. 13499)	To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs
Vocational education-state advisory councils	To advise the State Board for Vocational Education on the

TYPE OF ASSISTANCE	PURPOSE
(OMB Cat. No. 13500)	development and administration of state plans to evaluate vocational education programs, services and activities
Work-Study programs for vocational students (OMB Cat. No. 13501)	To provide work opportunities for full time disadvantaged vocational education students
PART G - For Desegregation Assistance	
Desegregation assistance grants to non-profit organizations OMB Cat. No. 13529)	To promote aid for community-based special programs and projects in support of school district desegregation plans
Desegregation assistance basic grants to LEAs (OMB Cat. No. 13526)	To provide aid to desegregating school districts for educational programs
Desegregation assistance pilot programs (OMB Cat. No. 13526)	To help desegregating school districts provide special help in the form of reading and math programs to overcome minority group isolation
Desegregation assistance bilingual programs (OMB Cat. No. 13528)	To help desegregating school districts provide bilingual-bicultural programs for children of limited English speaking ability
Desegregation assistance educational TV (OMB Cat. No. 13530)	To develop and produce integrated children's educational television programs
Desegregation assistance special programs and projects (OMB Cat. No. 13532)	To lessen minority group isolation by supporting efforts of special merit not covered under ESAA legislation
ESAA evaluation (OMB Cat. No. 13531)	To evaluate programs and project assisted under the Emergency School Aid Act

TYPE OF ASSISTANCE	PURPOSE
Desegregation assistance Civil Rights training and advisory services (OMB Cat. No. 13405)	To aid school districts in hiring advisory specialists to train employees and provide technical assistance in matters related to desegregation on the basis of race, color, religion, sex, national origin or language deficiencies
GROUP II: TO INDIVIDUALS--FOR TEACHER AND OTHER PROFESSIONAL TRAINING AND STUDENT ASSISTANCE	
Basic educational opportunity grants (OMB Cat. No. 13539)	To provide financial assistance to undergraduate postsecondary students
College teacher graduate fellowships (OMB Cat. No. 13407)	To train persons as bilingual education teacher-trainers universities and school districts
College teacher graduate fellowships (OMB Cat. No. 13407)	To increase the number of qualified college teachers
College Work-Study (OMB Cat. No. 13463)	To promote part-time employment of postsecondary students great financial need
Cuban student loans (OMB Cat. No. 13409)	To provide loans to needy Cuban refugee students
National direct student loans (OMB Cat. No. 13471)	To provide low interest loans to postsecondary students
Domestic mining and mineral-fuel conservation fellowships (OMB Cat. No. 13567).	To assist graduate students in domestic mining and mineral-fuel conservation, including oil, gas, coal shale and uranium
Educational development (for educators from other countries)	To provide opportunity for foreign educators to observe U.S. methods, curriculum and organization at elementary, secondary and higher education levels

TYPE OF ASSISTANCE	PURPOSE
Ellender fellowships (OMB Cat. No. 13583)	To assist the Close Up Foundation of Washington, D.C., with its program for increasing understanding of the federal government among secondary school students and their communities
Fellowships abroad for doctoral dissertation research in foreign language and area studies (OMB Cat. No. 13441)	To develop research knowledge and international studies capabilities for specialized advanced work abroad
Fellowship opportunities abroad (OMB Cat. 13438)	To promote instruction in international studies through grants and faculty projects for overseas work
Foreign language and area studies fellowship (OMB Cat. No. 13434)	To pay stipends to individuals undergoing training in any modern foreign language
Guaranteed student loan program (OMB Cat. No. 13460)	To encourage private commercial institutions and organizations to make loans to postsecondary students
Indian education (OMB Cat. No. 13569)	To assist Indian professional and graduate students in engineering, medicine, law, business, forestry and related fields
Librarian training (OMB Cat. No. 13468)	To increase opportunities for training in librarianship
Media services and captioned films training grants (OMB Cat. No. 13446)	To train persons in the use of educational media for the handicapped

TYPE OF ASSISTANCE	PURPOSE
National teaching fellowships and professors emeriti (OMB Cat. 13454)	To strengthen the teaching resources of developing institutions
Public service career fellowships (OMB Cat. No. 13555)	To attract and prepare students for entrance into state, local or federal service
State student incentive grants (OMB Cat. No. 13548)	To encourage states to increase their appropriations for students or to develop such grant programs where they do not exist (grants are on a 50-50 matching funds basis)
Teacher Corps project grants (OMB Cat. No. 13489)	To improve the quality of instruction available to disadvantaged children
Training for the disadvantaged-CLEO (OMB Cat. No. 13556)	To provide opportunities for economically and educationally disadvantaged students to study and practice law.
Teacher exchange (OMB Cat. No. 13437)	To promote international understanding and professional competence by exchange of teachers between the U.S. and foreign nations
Training of physical education and recreation personnel for handicapped children (OMB Cat. No. 13451)	To train physical education and recreation personnel for the handicapped
Training teachers for the handicapped (OMB Cat. No. 13451)	To improve and increase the supply of education personnel trained to work with handicapped children

TYPE OF ASSISTANCE	PURPOSE
Vocational education personnel development awards (OMB Cat. No. 13503)	To meet state needs for qualified vocational education personnel by making awards to educators and institutions
Vocational education professional personnel development for states (OMB Cat. No. 13504)	To strengthen education programs authorized by the Vocational Educational Amendments of 1968: to vocational education at all levels
GROUP III: FOR RESEARCH	
Consumer education (OMB Cat. No. 13568)	To support research and development and pilot projects designed to provide education to the public
Foreign language and area studies research (OMB Cat. No. 13436)	To improve foreign language and area studies through support of research and studies, experimentation and development of specialized instructional materials
Handicapped physical education and recreation research (OMB Cat. No. 13443)	To improve physical education and recreation programs for handicapped children through research and demonstration projects
Library demonstrations (OMB Cat. No. 13475)	To promote library and information science research and demonstrations

APPENDIX

K

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 — A SUMMARY OF THE IMPLEMENTING REGULATIONS

INTRODUCTION

Title IX of the 1972 Education Amendments is the first comprehensive Federal law to prohibit sex discrimination in the admission and treatment of students by educational institutions receiving Federal financial assistance. Sex discrimination in the employment policies and practices of educational institutions is also prohibited. The intent of the law is to eliminate sex discrimination in the programs, policies and administration of educational institutions. It reads:

> 'No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.'

The implementing regulation for Title IX was issued by the Secretary of Health, Education and Welfare in June, 1975. Its provisions may be grouped into five major sections--general provisions (contained in Subpart A of the regulation), which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; coverage provisions (Subpart B of the regulation), which identify the education institutions, programs and activities covered by the regulation; admissions provisions (Subpart C of the regulation), which specify prohibitions of discrimination in the recruitment and admissions of students; provisions pertaining to the treatment of students in educational programs and activities (Subpart D of the regulation), which delineate the standards of nondiscrimination in student programs; and employment provisions (Subpart E of the regulation), which establish the requirements for nondiscrimination in employment.

Following is a summary of the regulation. It follows the sequence of the regulation itself; the number contained in brackets at the end of each summary paragraph refers to the section of the regulation from which the information is derived.

Two definitions contained in the regulation are of importance to users of this summary:

Recipient: The "recipient" referred to throughout the summary is defined as "any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which operates an education program or activity which receives or benefits from such assistance." [§86.2(h)]

Federal financial assistance: Educational agencies or institutions which receive any of the following are considered recipients of "Federal financial assistance" for purposes of Title IX:

Grants or loans from the Federal Government, including funds for:

Acquisition, construction or renovation of buildings or facilities;

Scholarships, loans, grants, wages or other funds extended for payment to or on behalf of students of the institution, whether paid to the institution or directly to students for payment to the institution.

Grants of Federal property

Provision of the services of Federal personnel

Any other contract, agreement or arrangement which has as one of its purposes the provisions of assistance to any education program or activity, except a contract of insurance or guaranty. [§86.2(g)]

Copies of the regulation have been supplied to all local education agencies and post-secondary institutions. Copies of the regulation may also be obtained from the Department of Education, Washington, D.C. 20201.

TITLE IX--A SUMMARY OF THE IMPLEMENTING REGULATION

GENERAL PROVISIONS

Remedial action. In the event of a finding of sex discrimination by the Director of the Office for Civil Rights in an education program or activity of a Federally assisted institution or agency, the institution or agency may be required to take remedial action to overcome the effects of such discrimination. Such requirement would be specified by the Director. [§86.3(a)]

Affirmative action. In the absence of a finding of sex discrimination, a recipient educational institution may take affirmative action to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. [§86.3(b)]

Self-evaluation. Every educational institution receiving Federal funds must, within one year of the effective date of the regulation:

> Evaluate its policies and practices as to their compliance with the regulation
>
> Modify its policies and practices as necessary for compliance
>
> Take appropriate remedial steps to eliminate the effects of discrimination resulting from these policies and practices

A description of any modifications and remedial actions taken must remain on file for at least three years following completion of the evaluation. [§86.3(c)]

Assurance required. Every application for Federal financial assistance for any education program or activity must as a condition of its approval, contain or be accompanied by an assurance form certifying compliance with the regulation. Forms will be supplied by the Office for Civil Rights, DE. [§86.4]

Designation of responsible employee. Every recipient must designate at least one employee to coordinate compliance efforts and investigate any complaints of sex discrimination; all students and employees must be notified of the name, office address and phone number of the employee. [§86.8(a)]

Grievance procedures. Every recipient must adopt and publish grievance procedures providing for resolution of student and employee complaints. (Utilization of these procedures is not a prerequisite for the filing of a complaint with the Office for Civil Rights, ED.) [§86.9(a)]

Notification of policy. Every recipient must take specific and continuing steps to notify applicants for admission, students, parents, employees, and all unions or professional organizations holding bargaining or professional agreements with the recipient of its compliance with Title IX. Initial notification was required by October 19, 1975. [§86.9(a)]

Publications. Recipients must include a policy statement of nondiscrimination on the basis of sex announcement, bulletin, catalog, application form or other materials used in connection with the recruitment of students or employees. No publication should suggest, by test or illustration, that the recipient treats students, applicants or employees differently on the basis of sex except as permitted by the regulation. [§86.9(b)]

COVERAGE

General. The regulation applies to every recipient and to each education program or activity operated by a recipient which receives or benefits from Federal financial assistance. (Information regarding judicial interpretation of this language is provided in the preamble to the regulation. In analogous cases regarding racial discrimination, courts have held that the education functions of a school district or college include any service, facility, activity, or program which it operates or sponsors, including athletics and other extracurricular activities. The Federal funds may be terminated upon a finding that "they are infected by a discriminatory environment.") [§86.11]

Exemptions from coverage include: educational institutions controlled by religious organizations, to the extent that compliance would not be consistent with religious tenets; military and merchant marine educational institutions; and social fraternities and sororities in post-secondary institutions, YM and YWCA's, Girl and Boy Scouts, Camp Fire Girls, and other voluntary youth service organizations. [§86.12, §86.13 and §86.14]

Coverage of the admissions provisions applies only to institutions of vocational education, professional education, graduate higher education, and public institutions of undergraduate higher education, other than those which have been traditionally and continually single sex. This does not include first-degree professional and vocational programs offered at private undergraduate institutions. [§86.15]

ADMISSIONS

The regulation requires that no person may, on the basis of sex, be denied admission or be subject to discrimination in admission by any recipient subject to the admissions provisions of Title IX. Specifically prohibited are:

Ranking applicants separately on the basis of sex;

Applying numerical limitations on the number of proportion of either sex who may be admitted;

Treating one individual differently from another on the basis of sex;

Administering any test or criterion for admission which has a disproportionately adverse effect on members of one sex unless such test or criterion is shown to validly predict success in the education program or activity and alternative tests are not available;

Applying any rule concerning the actual or potential parental, marital or family status of a student which treats persons differently on the basis of sex;

Discriminating against or excluding any person on the basis of pregnancy or related conditions (these must be treated as any other temporary disability);

Making pre-admission inquiry as to the marital status of an applicant. [§86.21(a), (b), (c)]

TREATMENT OF STUDENTS IN EDUCATION PROGRAMS AND ACTIVITIES

General. All educational institutions or activities receiving Federal financial assistance are subject to these regulatory requirements, including those whose admissions are exempt from coverage. This portion of the regulation requires that:

> 'no persons shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training or any other education program or activity operated by a recipient.' [§86.3 (a)]

It specifically provides that recipient institutions may not, on the basis of sex:

> Provide different aid, benefits or services;
>
> Deny any person such aid, benefit or service;
>
> Subject any person to separate or different rules of behavior, sanctions or other treatment;
>
> Discriminate against any person in the application of any rules of appearance;
>
> Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition;
>
> Provide significant assistance (defined in the preamble to the Regulation as facilities or a faculty sponsor) to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefits or service to students or employees;
>
> Limit any person in the enjoyment of any right, privilege, advantage or opportunity. [§86.31(b)]

Assistance administered by an institution for study abroad. A recipient institution may administer awards established by foreign or domestic legal instruments restricted to members of one sex which are designed to provide opportunities for

study abroad provided the institution otherwise makes available reasonable opportunities for members of the other sex. §86.31(c)]

Programs not operated by recipients. A recipient institution may not facilitate, require, permit or consider as part of an activity or program it operates, participation by any applicant, student or employee in a program not operated by the recipient which discriminates on the basis of sex. This includes participation in educational consortia and cooperative employment and student teaching assignments. [§86.31(d)]

Housing. A recipient may not, on the basis of sex, apply different rules or regulations, impose different fees or requirements or offer different services or benefits related to housing. A recipient may provide separate housing on the basis of sex, provided that housing provided for students of one sex, when compared to that provided to students of the other, is as a whole proportionate in quantity to the number of students of that sex applying and comparable in quality and cost to the student. [§86.32 (a)(b)]

A recipient which assists any agency or person in making housing available to its students must take reasonable action to assure itself that housing provided is proportionate in quantity and comparable in quality and cost to students of both sexes. A recipient may not, on the basis of sex, administer different policies or practices concerning occupancy by its students of housing other than provided by the recipient. [§86.32(c)]

Facilities. A recipient may provide separate toilet, locker room and shower facilities on the basis of sex; those provided for one sex must be comparable to those provided for the other. [§86.33]

Course offerings. Course offerings or other education activities may not be provided separately on the basis of sex, nor may participation therein be refused or required on such basis. Included are health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses. [§86.34]

With respect to physical education courses, institutions must comply with this requirement as expeditiously as possible but in no event later than one year from the effective date of the regulation at the elementary level and three years from the effective date of the secondary and post-secondary levels. Students may be grouped by ability in physical education classes and activities as long as ability is assessed by objective standards developed and applied without regard to sex. Students may be separated by sex within physical education classes during participation in contact sports. [§86.34(a)(b)(c)]

Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted separately for males and females. [§86.34(e)]

Recipient institutions may make requirements based on vocal range or quality which result in choruses of one or predominantly one sex. [§86.34(f)]

Schools of vocational education. A local education agency may not, on the basis of sex, exclude any person from admission to any institution of vocational education or any other school or educational unit it operates unless it otherwise makes available to such person, pursuant to the same policies and criteria of admission, course, services and facilities comparable to each course, service and facility offered in or through such schools. [§86.35]

Counseling and counseling materials. Institutions may not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants. [§86.36 (a)]

Recipients may not use different materials for students on the basis of sex or use materials which permit or require differential treatment of students on such basis unless such materials cover the same occupations and interest areas and their use is shown to be essential to eliminate sex bias. Recipients must develop and use internal procedures for ensuring that counseling materials do not so discriminate. [§86.36(b)]

Where a recipient finds that a particular class or course of study contains a substantially disproportionate number of individuals of one sex, the recipient must take such action as is necessary to assure itself that this disproportion is not the result of sex discrimination by counselors or in counseling materials. [§86.36(c)]

Financial assistance. Recipients may not, on the basis of sex:

Provide different amounts or types of financial assistance, limit eligibility for such assistance or apply different criteria;

Apply any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other with regard to marital or parental status;

Assist, through solicitation, listing, approval, or provision of facilities or services, any agency or person which provides assistance to a recipient's students in a manner which discriminates on the basis of sex. [§86.37(a)]

Recipients may administer financial assistance established by domestic or foreign instruments which require that awards be made to members of a specified sex provided that the overall effect of the awarding of such sex-restricted funds does not discriminate on the basis of sex. To ensure such nondiscriminatory effect:

Students must be selected for awards of financial assistance on the basis of nondiscriminatory criteria;

An appropriate sex-restricted award should be allocated to each student selected;

No student may be denied the award for which he or she was selected because of absence of financial assistance designed for a member of that student's sex. (According to the preamble of the regulation, if there are insufficient sources of financial aid designated for members of a particular sex to

provide funds for students of that sex selected, the institution is required to obtain the necessary funds from other sources or to award less assistance from the sex-restricted sources.) [§86.37 (b)]

If a recipient awards athletic scholarships, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with the portion of the regulation dealing with athletics. [§86.37(c)]

Employment assistance to students. A recipient institution which assists any agency or person in making employment available to its students must assure itself that employment is made available without discrimination; it may render no services or assistance to agencies or individuals which discriminate on the basis of sex in employment practices. [§86.38]

Health and insurance benefits and services. Institutions may not discriminate on the basis of sex in providing medical, hospital, accident or life insurance benefits, services, policies or plans to any students. This does not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. Any recipient which provides full coverage health services must provide gynecological care. [§86.39]

Marital or parental status. A recipient may not apply any rule concerning a student's actual or potential parental, family or marital status which treats students differently on the basis of sex. [§86.40(a)]

No student may be discriminated against or excluded from an education program or activity (including any class or extracurricular activity) on the basis of pregnancy or related conditions unless the student requests voluntarily to participate in a separate portion of the program or activity. [§86.40(b)]

> A recipient may require a pregnant student to obtain a physician's certification of her physical and emotional ability for normal participation in the education program or activity if such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
>
> A recipient which operates a portion of its education program separately for pregnant students, admission to which is voluntary, must ensure that this program is comparable to the program offered to nonpregnant students.
>
> A recipient must treat pregnancy and related conditions in the same manner and under the same policy as any other temporary disability with respect to any medical or hospital benefit, service, or policy in which such recipient participates with respect to students. If there is no leave policy maintained for students, pregnancy and related conditions must be treated as justification for a leave of absence, after which a student shall be reinstated to the status she held before the leave began. [§86.40(b)]

Athletics. The general requirement of this section is that:

> no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide athletics separately on such basis. [§86.41(a)]

Separate teams may, however, be operated for members of each sex where:

> Selection for such teams is based upon competitive skill; or
>
> The activity involved is a contact sport.

Where a recipient operates or sponsors a team in a particular sport for members of one sex but operates no such

team for members of the other, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try out for the team offered unless the sport involved is a contact sport (boxing, wrestling, rugby, ice hockey, football, basketball and other sports the major activity of which involves bodily contact). [§86.41(b)]

Equal opportunity for members of both sexes must be provided in interscholastic, intercollegiate, club or intramural athletics operated or sponsored by a recipient. In assessing the availability of equal opportunity, ED will consider, among other factors:

Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

Provision of equipment supplies;

Scheduling of games and practice time;

Travel and per diem allowance;

Opportunity to receive coaching and academic tutoring;

Assignment and compensation of coaches;

Provision of locker rooms, practice and competitive facilities;

Provision of housing and dining facilities and services;

Publicity.

Unequal aggregate expenditures for members of each sex or for males and female teams will not constitute noncompliance, but ED may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity. [§86.41(c)]

All recipient institutions must comply as expeditiously as possible; elementary schools must be in full compliance with this section within one year from the effective date of the regulation, secondary and postsecondary schools within three years. [§86.41(d)]

Textbooks and curricular materials. Nothing in the regulation requires or prohibits the use of particular textbooks or curricular materials. [§86.42]

EMPLOYMENT

[In a November 1979 ruling, the U.S. Supreme Court, in effect, removed this section from Title IX. Sex discrimination in employment is covered under Title VII of the Civil Rights Act of 1964.]

General. All education institutions receiving Federal financial assistance must comply with the employment provisions of the regulation. In general, the regulation prohibits:

> Exclusion from participation in, denial of the benefits of, or subjection to discrimination on the basis of sex of any person in employment, or recruitment, consideration or selection thereof, whether full or part-time;
>
> The limitation, segregation, or classification of applicants or employees in any way which could adversely affect any employment opportunities or status because of sex;
>
> Entrance by a recipient into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to sex discrimination, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient;
>
> The granting of preferences to applicants for employment on the basis of attendance at a single sex educational institution, unless the numbers of each sex eligible for such preference are roughly equivalent. [§86.51(a)]

Specifically, discrimination is prohibited in:

> Recruitment, advertising and the process of application for employment;

Hiring, upgrading, promotion, tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff and rehiring;

Rates of pay or any other form of compensation;

Job assignments, classifications and structure, including position descriptions, lines of progression and seniority lists;

The terms of any collective bargaining agreement;

Granting and returning from leaves of absence, leave for pregnancy and related conditions, leave for persons of either sex to care for children or dependents;

Fringe benefits;

Selection and financial support for training, including apprenticeship, professional meetings, conferences and other related activities, selection for tuition assistance, sabbaticals and leaves of absence to pursue training;

Employer sponsored activities, including social or recreational programs;

Any other term, condition or privilege of employment [§86.51(b)]

Employment criteria. A recipient may not administer any test or other criterion for employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless it is shown to validly predict successful performance in the position in question and alternative tests or criteria are not available. [§86.52]

Recruitment. A recipient may not discriminate on the basis of sex in the recruitment and hiring of employees. When a recipient is found to be presently discriminating on the basis of sex (or to have so discriminated in the past), it will recruit members of the sex so discriminated against so as to overcome the effects of past or present discrimination. A recipient may not recruit primarily at entities which furnish as applicants predominantly members of one sex [§86.53]

Compensation. A recipient may not, on the basis of sex, make distinctions in rates of pay or other compensation which result in the payment of wages to employees of one sex at a rate less than that paid to employees of the other sex for equal work on jobs, the performance of which requires equal skill, effort and responsibility and which are performed under similar working conditions. [§86.54]

Job classification. A recipient may not:

> Classify a job as being for males or females;
>
> Maintain separate lines of progression, seniority lists, career ladders or tenure systems based on sex;
>
> Maintain separate lines of progression, etc., which classify persons on the basis of sex unless sex is a bona fide occupational qualification for the positions in question. [§86.55]

Fringe Benefits. Under this regulation, fringe benefits means any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave and any other benefit or service of employment. A recipient shall not:

> Discriminate on the basis of sex with regard to making fringe benefits available to employees, or making fringe benefits available to spouses, families or dependents of employees differently upon the basis of the employee's sex;
>
> Administer, operate, offer or participate in a fringe benefit plan which does not provide either for equal periodic benefits or equal recipient contributions to the plan for members of each sex;
>
> Participate in a pension or retirement plan which establishes different optional compulsory retirement ages based on sex or which otherwise discriminates on such basis. [§86.57(a)(b)]

Marital or parental status. A recipient may not:

> Take any employment action concerning the potential marital, parental or family status of an employee

or applicant which treats persons differently on the basis of sex;

Which is based upon whether an employee or applicant is the head of household or principal wage earner. [§86.56(a)]

Pregnancy. A recipient may not discriminate against or exclude from any employee or applicant on the basis of pregnancy or related conditions. Pregnancy and all related conditions must be treated as any other temporary disability for all job related purposes, including commencement, duration, and extensions of leave, payment of disability income, accrual of seniority and reinstatement, and under any fringe benefits offered to employees. If a recipient does not maintain a leave policy for its employees, pregnancy and related conditions must be treated as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began, or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities. [§86.57(b)(c)(d)]

Pre-employment inquiries. A recipient may not make pre-employment inquiry as to the marital status of an applicant for employment. A pre-employment inquiry as to applicant sex may be made, but only if such inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used to discriminate. [§86.60(a)(b)]

Sex as a bona fide occupational qualification. Recipients may make employment decisions prohibited by the regulation provided they can demonstrate that sex is a bona fide occupational qualification which is essential for carrying out job responsibilities. Such action cannot be based on alleged characteristics or stereotyped characterizations of one or the other sex, or on preference based on sex of the recipient, employees, students or other persons. This does not prevent consideration of an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex. [§86.61]

ENFORCEMENT PROCEDURES

Pending ED's final issuance of a consolidated procedural regulation applicable to Title IX and other civil rights legislation administered by the Department, the procedures applicable to enforcement of Title VI of the Civil Rights Act of 1964 will be used to implement the regulation under Title IX. Under these existing procedures, complaints alleging violations of Title IX may be filed by letter to the Office for Civil Rights, Department of Education, Washington, D.C. 20201 or to the Denver Regional Office of the Department of Education.

WORKSHOP EVALUATION SHEET — IDENTIFYING AND OVERCOMING SEX BIAS IN CLASSROOM MANAGEMENT

Date _____ School District _____

DIRECTIONS: Complete and return to the workshop facilitator, using the rating scale below that shows 1 as the lowest and 5 as the highest value.

____ Female

____ Male

____ Student

____ Parent

____ Teacher

____ Administrator

Years of Age

____ 6 - 15

____ 16 - 20

____ 21 - 25

____ 26 - 30

____ 31 - 45

____ 46-Above

		Low				High
1.	The workshop objectives were met:					
	a. To identify sex bias which limits the options of students.	1	2	3	4	5
	b. To examine sex bias in the management and interactions in classrooms.	1	2	3	4	5
	c. To identify strategies used for overcoming sex bias in the classroom.	1	2	3	4	5
	d. To examine content analysis techniques in instructional materials.	1	2	3	4	5
	e. To provide strategies for overcoming bias in instructional materials.	1	2	3	4	5
	f. To extend skills in revising biased instructional materials.	1	2	3	4	5
	g. To review roles of teacher as curriculum manager, institution builder and learner in attaining sex equity.	1	2	3	4	5
2.	There was enough time to get the information needed.	1	2	3	4	5
3.	My feelings about implementing sex equity in the schools were changed by this workshop.	1	2	3	4	5
4.	I would rate the organization and format of this workshop as . . .	1	2	3	4	5
5.	The subject matter was useful to me professionally.	1	2	3	4	5
6.	The subject matter was useful to me personally.	1	2	3	4	5
7.	I feel I am/will be an effective advocate for sex equity.	1	2	3	4	5

8. Comments: _____

1980-1982 EDUCATIONAL PRIORITIES

OF THE

COLORADO STATE BOARD OF EDUCATION

ACCOUNTABILITY AND ACCREDITATION

Assist local school districts with the implementation of accountability and accreditation programs, emphasizing educational excellence and high standards for all students.

EQUAL EDUCATIONAL OPPORTUNITY

Assist and support unique efforts of each school district to provide an equal and relevant educational opportunity for all students including the skills which lead to self-esteem and self-realization. Furthermore, to encourage districts to develop student policies and programs which emphasize respect for one's self and others.

EFFICIENCY AND EFFECTIVENESS

Assist school districts in their efforts to operate efficiently and effectively and, in particular, to find solutions to the problems presented by inflationary increases, rising fuel costs, declining enrollments, and increasing paperwork and data demands.

EDUCATIONAL LEADERSHIP

Support interagency agreements, legislation, and policies beneficial to K-12 education in Colorado. To be aware of developments in the new U.S. Department of Education to ensure respect for state and local control with accountability. To provide opportunities for all citizens to address educational problems and contribute to their solutions.

TEACHER EDUCATION

Assist the 15 teacher education programs in their responsibility of providing high quality personnel for Colorado schools and encourage responsible teacher education programs leading to the professional growth of the teaching profession.

PARENT INVOLVEMENT

Assist school districts in increasing the involvement of parents by apprising them of their rights and responsibilities and ways in which they can support the education of their own children.

STATE LIBRARY DEVELOPMENT

Develop specific regional and statewide plans for implementation of recommendations coming from the recent Governor's Conference and White House Meeting on Libraries.

SCHOOL FOR THE DEAF AND THE BLIND

Follow through on the studies begun in 1980 to set the role and mission of the School for the Deaf and the Blind for the next five years. Continued emphasis should be given to programs for parents of deaf and/or blind children in Colorado.

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